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ABSTRACT

This report summarizes the status of the 1970-71 Higher Education Opportunity Program (HEOP), and the Search for Education, Elevation, and Knowledge (SEEK) programs in the public and non-public colleges and universities in New York State. The major aims of the programs are to encourage economically and educationally disadvantaged students to enter and remain in an institution of higher education. This report presents summaries of the plans, objectives and projections of the HEOP or SEEK programs of (1) private colleges; (2) the City University; (3) the State University; and (4) the Education Department. Also included are budget projections and enrollment figures. The appendix presents: (1) examples of HEOP and SEEK programs; (2) the State University general plan for educational opportunity programs; (3) the Education Department review of the State University general plan; (4) the City University general plan for the SEEK program; and (5) the Education Department review of the City University general plan. (AF)

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INTERIM REPORT

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1970-71

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THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
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Thursday
January 21
19 71

To the Governor and the Members of the Legislature
of New York State

The Legislation of 1969 mandated the attached Interim Report of the Higher Education Opportunity Program, which summarizes the status of 1970-71 opportunity programs in public and non-public colleges and universities in New York State. Included in the report are budget projections, enrollment figures, and reviews of the plans and objectives of all institutions as well as the Education Department. The 1970-71 general plans of the City and State Universities and our comments on these plans are appended.

I believe this document will provide a clear picture of the purposes for which funds appropriated for Higher Education Opportunity (HEOP), Search for Education, Elevation, and Knowledge (SEEK), and Education Opportunity (EOP) Programs will be used during the 1970-71 academic year.

A progress report, with program recommendations, will be available in late February.

Faithfully yours,

Ewald B. Nyquist

Enclosure

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INTRODUCTION

THE STATUS OF OPPORTUNITY PROGRAMS HEOP AND SEEK

In May, 1970 the Governor and the Legislature approved a bill to continue, expand, and coordinate Higher Education Opportunity Program (HEOP) and Search for Education, Elevation and Knowledge (SEEK) programs for economically and educationally disadvantaged students at the State University, City University, and nonpublic colleges in New York State. Under the terms of this act, $19,702,000 was made available to operate programs in the three sectors of higher education during the 1970-71 academic year. The funds were apportioned as follows: State University $6,702,000; City University $9,000,000; nonpublic colleges $4,000,000. In addition to these amounts, the institutions involved in these programs are making sizeable contributions. The State University will use $5,577,000 from the regular State Budget, City University will use $8,250,000 in city tax levy funds and $1,250,000 in State support, and the private colleges will use $5,613,000 from their own resources. All of these institutions will also utilize other sources such as foundation grants and State and Federal student aid funds. The 1970-71 academic year will find 15,588 HEOP and SEEK students enrolled in the various colleges and universities throughout New York State.(See Tables I-IV, beginning p.12).

This report, mandated by Subsection four of Section 6452 of the Educa-

tion Law, summarizes the status of these opportunity programs which are conducted pursuant to Sections 6451 and 6452 of the Education Law.

The concept of providing an educational opportunity for disadvantaged students who, for economic and academic reasons, had no hope of obtaining a college education had its origin in the admission of "high risk" students by many private colleges. In 1965, the City University began the SEEK Program to admit students who did not meet normal requirements and to provide them with special supportive services. In 1966 State funds made much larger enrollments possible at City University. Federal funds for collegiate opportunity programs were made possible under Title V of the Elementary and Secondary Education Act of 1965 and administered by the State Education Department. The SEEK idea moved upstate in 1967 with the establishment of programs at State University campuses. In 1969 the range of educational opportunities was broadened through the establishment of the Higher Education Opportunity Program which provides State funds to non-public colleges.

Under the 1970 law, the State Education Department's control over funding, initiation, development,and expansion of opportunity programs was restricted to the non-public institutions. Some coordination was established through the Department's review of general plans, guidelines, and reports submitted by City University and State University. The Department has been given the responsibility for evaluating all programs whether they be under the aegis of City University, State University, or the private sector.

Programs provide special testing, counseling, and guidance services, tutoring, and remedial, developmental, or compensatory courses. Program funds are also used to provide students with supplemental financial assistance for books and necessary maintenance. These funds are combined with

State, Federal and institutional student aid monies to provide the financial assistance necessary for each opportunity student to attend college. However, financial aid packaging patterns differ for the various sectors. For example, both CUNY and SUNY include in their financial assistance package, stipends for personal needs such as for clothing, laundry, and recreation, whereas the private colleges cannot use HEOP funds for any of these needs.

A typical HEOP student is exemplified by Joe P. who completed high school in Brooklyn in 1968. He is one of seven children of a totally disabled construction worker. The only source of income received by this family is through social security. At the time of recruitment Joe's prospects were dim; he was unable to find a job and not adequately prepared to gain admission to a post-secondary educational opportunity by traditional admission standards. Joe's family's financial circumstances were in such dire straits that he required a complete student financial aid package to attend college. He did not even have adequate winter clothing.

After taking several summer remedial courses, Joe embarked on his first academic year, enrolling for seven regular college courses and six remedial/developmental courses. During this year, Joe was able to complete successfully only three of the regular courses. Using traditional standards, Joe might have been dropped at this point. However, he was permitted to continue and he was able to complete three regular courses during the summer and fall terms. This initial light load, coupled with remedial and developmental courses and supplemented by tutoring has enabled Joe to develop and hit his stride as a student. During the Spring 1970 semester, Joe completed thirteen credits of regular college work and eight more credits during the summer. The work during these two terms was completed with a B+ (3.53) average.

1970-71 PLANS AND OBJECTIVES

The following summaries of the plans, objectives, and projections of the HEOP and SEEK programs are taken from the grant proposals submitted by the private colleges, the general plans submitted by City University and State University, and the program developed by the Education Department.

PRIVATE COLLEGES

The primary objective of the Higher Education Opportunity Program (HEOP) is to serve as a vehicle through which a broad range of services are made available to young people who, because of economic and educational deprivation, would otherwise be unable to attend a post-secondary institution according to traditional admission requirements. The broad range of the program services offering sufficient supportive, remedial, and counseling services in addition to credit generating course work, insures the development of a student's self-confidence and motivation to compete, to complete successfully a higher educational experience, and ultimately to become an integral part of the college population.

Some of the services used are the screening and testing of students for college admissions and enrollment; counseling for academic, personal, career advisement and achievement motivation; tutoring by professionals and paraprofessionals to enable students to remain in the program; providing instructional services such as credit and skill development courses; summer orientation; and instruction programs in such areas as reading, English, composition, math, study habits, library skills. Supplemental financial assistance is available for tuition, room and board, books, lunches, and transportation.

The services enable the student to acquire the capability, special intellectual discipline, and related skills so as to successfully enter and remain in the mainstream of the college and community.

Other objectives of the program foster the cooperation of both faculty and staff in becoming aware of the needs of minority or disadvantaged students and the means and methods of change to meet such needs.

Through the common goal of attaining an education, students from widely different backgrounds in society are drawn together. The enrollment of opportunity students in an institution usually leads to a re-examination of the traditional educational process. This in turn strengthens and diversifies an institution's resources to meet the needs of its total student body, and ultimately to develop a society able to associate, communicate, and live together for the enrichment of all.

CITY UNIVERSITY

The stated objectives of the SEEK program are to matriculate at the senior colleges substantial numbers of high school graduates, residing in poverty areas, whose secondary school attainments would have prevented them from enrolling in any college of the City University; a second objective is to promote racial integration. The programs feature small classes and low tutoring and counseling ratios, and CUNY states that they will serve as a model for Open Admissions. The Department assumes that in the future Open Admissions will include many of the features of the SEEK programs as described above.

Programs, although under the general control of the New York City Board of Higher Education, are locally planned and operated. Curriculum planning, physical location, staff selection, student retention, promotion, accreditation, and student life are all matters under the control of the individual colleges. In 1969, the status and structure of SEEK was changed by the Board of Higher Education guidelines. Some of the results of these guidelines include the following:

(1) Colleges have established special SEEK Departments.

(2) Credit-bearing courses are taught by regular faculty.

(3) The SEEK Department is administered in the same way as any other department.

(4) SEEK faculty are entitled to tenure.

(5) No full-credit courses are available through the SEEK Department in order to encourage student movement into the college mainstream.

Although budgets and student quotas are centrally established, a SEEK Director's Council, established this past academic year, is a major element in program and budget planning and program coordination. Two other advisory bodies exist: The Committee on Expanded Educational Opportunity was established in 1969 to set overall policies, review standards, make recommendations on appointments and establish and coordinate policy guidelines. The forty-member Chancellor's Advisory Council on the SEEK program, established in 1966, is composed of people who are involved in educational opportunity programs or neighborhood and community agencies.

City University will establish a Research and Evaluation Unit for 1970-71. This unit will collect planning papers and reports from the colleges to analyze alternative ways of doing things and their comparative consequences. Descriptive data has always been collected; however, there will be a shift to focus on the processes whereby entrants are transformed into college students.

Significant program characteristics such as course load, retention policies and remedial practices will be related to college performance to yield information about their relative effects. This information will be the basis for decisions on discontinuing, modifying, or expanding various aspects of the program.

STATE UNIVERSITY

The long range objective of the State University Trustees as stated in the 1964 Master Plan and the 1966 Revision is an expanded goal of "giving each student, capable of completing a program of higher education, an opportunity to do so," and "requiring only that he be adult and willing to be tested and advised." The SEEK program encompasses two short-term objectives leading toward the eventual goal of Open Admissions. These objectives are to help each enrolled opportunity student complete satisfactorily the educational program in which he has been enrolled, and to foster and support the search for effective techniques and materials for successfully instructing and advising atypical learners.

No University-wide formula is mandated to each campus for specific program content. The format of compensatory and developmental courses are matters of local concern. In the belief that each campus expects to see its particular program succeed, and on the assumption that only those working directly with particular students can know their needs, capabilities, and interests, the State University expects each campus to determine and develop appropriate "mixes" of regular credit and non-credit, developmental, and remedial courses. Similarly, the University believes that a campus can best decide how tutors and counselors are to be utilized.

Faculty involvement will be insured through meetings of departmental liaison personnel. These people will be chosen to advise on academic matters affecting opportunity students enrolled in courses from various departments. Faculty members should also participate in the planning and implementation of opportunity program orientation activities. Each campus will not only expect opportunity students to meet the requirements for graduation that must be met by other graduating students, but also to show, at intervals established by the faculty, satisfactory academic progress toward the degree.

The full resources available to the college, including those in the community, should be drawn upon to establish a program advisory committee. The advisory committee should be composed of the campus director of the opportunity program, opportunity and regular students, administrative staff, instructional faculty, and community people including alumni, trustees, and representatives of minority group organizations, business and professional groups, social service and human relations offices.

Each campus will include in its opportunity program arrangements for gathering information on which reliable evaluation of the program's effectiveness can be based. Data will be kept on academic performance, attrition, actions taken to prevent withdrawals and followup of withdrawn students. Continuous evaluative activities shall be carried on in order to promote such program improvements as more effective teaching and counseling.

Each campus will utilize the services of the Office of Special Programs, the appropriate vice chancellor dealing directly with the campus and the Admissions Processing Center to coordinate activities of recruitment, admissions, referral, and transfer from one State University campus to another. Coordination shall be developed with non-public colleges in student recruitment and referral.

EDUCATION DEPARTMENT

During the next year, the staff of the Education Department's Higher Education Opportunity Program office will engage in continuing evaluation of existing programs and will review grant proposals for the continuation of existing and the establishment of new programs at non-public institutions. The office will also conduct a number of studies which will yield information leading to the most efficient administration of programs,

more sophisticated educational approaches, and more accurate demographic data on the population to be served.

At the request of Governor Rockefeller, the State Education Department is to make a special evaluation of the effectiveness of SEEK and HEOP programs in the public and non-public sectors of higher education. The evaluation will be conducted by the HEOP staff. For the evaluation of State and City University programs, the central administrative staffs of these universities will be invited to participate in making the research design and contributing the resources available through their offices. The evaluation will measure the academic success of the various programs and identify the variables which may be causally related to success. In order that public resources may be put to optimum use, the economic efficiency of programs will also be measured and related to academic variables. The information gained through the evaluation should allow program changes resulting in maximum educational opportunity for all.

To aid in the development of programs at all colleges, the HEOP staff will continue to be available as consultants. However, the limited number of staff necessitates a focus on the non-public sector. Information that is currently available on variables leading to successful programs will be made available to campus program administrators. Expansion of existing programs will be encouraged and non-participating campuses will be visited with the hope that new programs will be developed. The staff of HEOP will be looking at grant proposals and budgets of non-public colleges with an eye to maximizing the positive effects of funds and to insure that the colleges meet their commitments to the program. This office will also be restructuring the budgetary process to insure proper use of the institutions' contributions to the HEOP program. An examination will be made of college expenditures to obtain a more precise understanding of whether the

factors used by colleges for charges made against grants are in proper relationship to each other. A review of expenditure ratios of the various sectors, - private, SUNY, CUNY, and community colleges, schools with large endowments vs. schools with small endowments, large vs. small schools, universities vs. colleges, urban vs. rural institutions, and ghetto vs. ivory tower institutions - will be made. The possible allocation of funds by using other factors, criteria and guidelines will be studied to ascertain the reliability and effectiveness of such funding. Analyses of the present administrative guidelines will be made to insure greater efficiency and maximum benefits to the people of New York State.

The HEOP Office will conduct four studies; several of these will be a part of the evaluation process, but deserve special mention. A cost study will be done to determine the expenditures necessary, both direct and indirect, to produce a successful opportunity student. Through an analysis of successful programs, norms may be set up which will be extremely useful in reorganizing, staffing, and budgeting for programs.

Another useful budgeting tool will result from a population study to be done by the Education Department. The Department will attempt to determine how many high school graduates are admissable to HEOP and SEEK programs and where they are geographically located. The study will also examine the financial eligibility guidelines to insure that a realistic definition of "economically disadvantaged" is used and to make appropriate adjustments in the existing guidelines.

This will yield data necessary in budgeting, and in measuring the extent to which equality of opportunity has been provided.

A stipend study will be conducted to help restructure the method of administering financial assistance to students. Some of the objectives of the study will be to insure that existing forms of financial aid are

fully utilized, to determine the actual financial needs of students and to find the best device for this purpose, to determine the attitudes and abilities of the students regarding work and borrowing, and to set procedures for committing and paying financial assistance in such a manner as to minimize the students' anxiety. The study will result in more specific guidelines for the colleges to follow in assessing the financial needs of students and awarding financial packages.

A large number of the students in opportunity programs have medical problems. This is an important factor contributing to withdrawals. A medical facilities utilization study will determine the comparative extent of medical problems of special program students, and the availability and utilization of existing campus and community medical facilities. The study will result in recommendations for adequate diagnostic and treatment services.

TABLE I

HEOP and SEEK Enrollment Summary*

	1966-67	1967-68	1968-69	1969-70	Projected 1970-71
City University	1,200	1,416	2,714	4,083	6,554
State University	N.A.	249	959	2,582	4,988
Private Colleges	N.A.	N.A.	N.A.	1,853	4,046
Total	1,200	1,665	3,673	8,518	15,588
% Increase over previous year	N.A.	39%	121%	132%	83%

*NOTE: Includes only programs receiving funds from New York State.

TABLE II

Private College HEOP Enrollments and Budgets 1970-71

Institution	Enrollment 1969-70	Enrollment 1970-71	%Increase	Budgets 1970-71 Institutional Funds	HEOP Funds	Total*	Amount per Student	Cost per student (HEOP funds only)
Academic Opportunity Consortium								
Rensselaer P. I.	20	47	135%	$224,820	$ 47,000	$271,820	$5,783	$1,000
Skidmore	20	40	100	237,310	49,500	286,810	7,170	1,238
Siena	-0-	10	N.A.	43,715	9,305	53,020	5,302	931
Union	20	24	20	118,655	24,528	143,183	5,966	1,022
Total	60	121	102%	$624,500	$130,333	$754,833	$6,238	$1,077
Community Leadership Consortium (Administered by Marymount Manhattan)				-0-	$ 12,000	$ 12,000	$ 70	$ 70
College of New Rochelle	-0-	26	N.A.%	$ 88,700	33,800	122,500	4,712	1,300
Iona	-0-	21	N.A.	50,148	21,000	71,148	3,388	1,000
Marymount Manhattan	55	69	25	71,375	76,160	147,535	2,138	1,104
Marymount-Tarrytown	14	28	100	54,662	39,450	94,112	3,361	1,409
Mercy	15	28	87	31,133	37,195	68,328	2,440	1,328
Total	84	172	105%	$296,018	$219,605	$515,623	$2,998	$1,277

*Does not include funds from outside sources such as Federal and State Student Financial Aid Programs.

TABLE II (CONTINUED)

Private College HEOP Enrollments and Budgets 1970-71

Institution	Enrollment 1969-70	Enrollment 1970-71	%Increase	Budgets 1970-71 Institutional Funds	HEOP Funds	Total*	Amount per Student	Cost per student (HEOP funds only)
Rochester Area College Consortium (Admin. by Univer. of Rochester)				$ 29,640	$ 30,000	$ 59,640	$ 330	$ 166
Nazareth	10	20	100%	11,000	24,000	35,000	1,750	1,200
Rochester Instit. of Tech.	-0-	20	N.A.	42,258	22,000	64,258	3,213	1,100
St. John Fisher	-0-	30	N.A.	24,015	39,000	63,015	2,100	1,300
University of Rochester	60	111	85	90,744	116,000	206,744	1,863	1,045
Total	70	181	159%	$197,657	$231,000	$428,657	$2,368	$1,276
Utica Area Consortium (Admin. by Kirkland)				$ -0-	$ 12,000	$ 12,000	$ 71	$ 71
Colgate	30	37	23	136,269	38,106	174,375	4,713	1,030
Hamilton-Kirkland	10	32	220	176,335	37,345	213,680	6,677	1,167
Utica	66	100	67	65,000	132,681	197,681	1,977	1,327
Total	106	169	59%	$377,604	$220,132	$597,736	$3,537	$1,303
Adelphi	-0-	60	N.A.%	$ 80,392	$ 71,000	$151,392	$2,523	$1,183
Bard	-0-	20	N.A.	46,810	30,000	76,810	3,840	1,500
Canisius	-0-	45	N.A.	38,630	69,000	107,630	2,392	1,533
College of Mt. St. Vincent	9	25	178%	$21,250	$ 21,000	$ 42,250	$ 1,690	$ 840

*Does not include funds from outside sources such as Federal and State Student Financial Aid Programs.

TABLE II (CONTINUED)

Private College HEOP Enrollments and Budgets 1970-71

Institution	Enrollment 1969-70	Enrollment 1970-71	%Increase	Budgets 1970-71 Institutional Funds	HEOP Funds	Total*	Amount per Student	Cost per student(HEOP funds only)
College of St. Rose	-0-	10	N.A.	$ 17,871	$ 11,254	$ 29,125	$2,913	$1,125
Columbia College	-0-	32	N.A.	5,920	32,000	37,920	1,185	1,000
Cornell	48	110	129	742,051	149,993	892,044	8,109	1,364
C. W. Post	-0-	50	N.A.	5,800	61,397	67,197	1,344	1,228
Dowling	-0-	60	N.A.	49,711	71,770	121,481	2,025	1,196
Elmira	-0-	10	N.A.	29,350	10,000	39,350	3,935	1,000
Fordham	224	700	213	350,000	690,260	1,040,260	1,486	986
Hobart and Wm. Smith	-0-	27	N.A.	100,783	27,000	127,783	4,733	1,000
Hofstra	114	135	18	168,955	155,996	324,951	2,407	1,156
Ithaca	62	103	66	124,906	144,200	269,106	2,613	1,400
Keuka	20	32	60	39,839	41,628	81,467	2,546	1,300
L.I.U. Brooklyn Center	-0-	50	N.A.	57,075	60,000	117,075	2,341	1,200
LeMoyne	10	22	120	24,125	21,619	45,744	2,079	973
Malcolm King - Harlem Ext.	250	500	100%	$ 89,317	$ 43,144	$ 132,461	$ 265	$ 86

*Does not include funds from outside sources such as Federal and State Student Financial Aids Program.

TABLE II (CONTINUED)

Private College HEOP Enrollments and Budgets 1970-71

Institution	Enrollment 1969-70	Enrollment 1970-71	%Increase	Budgets 1970-71 Institutional Funds	HEOP Funds	Total*	Amount per Student	Cost per student (HEOP funds only)
Manhattan College	29	50	72%	$ 24,868	$ 56,515	$ 81,383	$1,628	$1,132
Manhattanville	20	49	145	184,793	58,800	243,593	4,971	1,200
Marist	29	67	131	54,146	87,308	141,454	2,111	1,303
Mater Dei	-0-	15	N.A.	13,200	15,000	28,200	1,880	1,000
Mt. St. Mary	18	18	-0-	8,089	21,793	29,882	1,660	1,211
Niagara	-0-	18	N.A.	7,410	21,366	28,776	1,599	1,187
New York University	501	730	46	1,158,434	730,000	1,888,434	2,587	1,000
Pratt	-0-	36	N.A.	210,508	40,480	250,988	6,972	1,124
Pace	-0-	30	N.A.	40,900	47,625	88,525	2,951	1,588
Polytech. Ins. of Brooklyn	-0-	20	N.A.	83,600	26,000	109,600	5,480	1,300
Rosary Hill	-0-	10	N.A.	20,446	10,000	30,446	3,045	1,000
St. John's University	-0-	14	N.A.	7,967	20,008	27,975	1,998	1,429
St. Lawrence	-0-	17	N.A.	58,250	26,400	84,650	4,979	1,553
Syracuse University	40	108	170	142,540	121,710	264,250	2,447	1,127

*Does not include funds from outside sources such as Federal and State Student Financial Aids Programs.

TABLE II (CONTINUED)

Private College HEOP Enrollments and Budgets 1970-71

Institution	Enrollment 1969-70	Enrollment 1970-71	%Increase	Budgets 1970-71 Institutional Funds	HEOP Funds	Total*	Amount per Student	Cost per student (HEOP funds only)
University Col. of Syracuse University	134	150	12%	$ 53,795	$117,360	$ 171,155	$1,141	$ 782
Vassar	-0-	20	N.A.	17,796	21,000	38,796	1,940	1,050
Voorhees Tech. Inst.	-0-	10	N.A.	5,670	12,000	17,670	1,767	1,200
Wagner	25	50	100	32,300	55,000	87,300	1,746	1,100
Subtotal (non-consortium Programs)	1,534	3,403	122%	$4,117,497	$3,199,626	$7,317,123	$2,144	$ 940
TOTAL	1,853	4,046	118%	$5,613,276	$4,000,696	$9,613,972	$2,376	$ 986

*Does not include funds from outside sources such as Federal and State Student Financial Aid Programs.

TABLE III

State University of New York SEEK Enrollments and Budgets

Campus	1969-70 Enrollment	1970-71 Enrollment	% Increase over previous year	1970-71 Budgets* Regular Campus Budget	SEEK Budget	Total	Amount per Student
University Centers							
Albany	350	600	71%	$ 835,836	$ 993,731	$ 1,829,567	$3,049
Binghamton	132	250	89	386,821	324,350	711,171	2,845
Buffalo	425	875	106	1,237,296	875,875	2,113,171	2,415
Stony Brook	210	400	90	683,483	437,400	1,120,883	2,802
Subtotal	1,117	2,125	90	3,143,436	2,631,356	5,774,792	2,718
Colleges of Arts & Science							
Brockport	55	93	69	91,414	104,072	195,486	2,102
Buffalo	595	700	18	664,585	1,359,700	2,024,285	2,892
Cortland	78	107	37	109,775	117,292	227,067	2,122
Fredonia	-0-	55	N.A.	54,569	75,055	129,624	2,357
Geneseo	32	82	156	78,142	102,082	180,224	2,198
New Paltz	30	120	300	122,018	157,120	279,138	2,326
Old Westbury	50	75	50	87,033	149,300	236,333	3,151
Oneonta	126	200	59	199,711	298,200	497,911	2,490
Oswego	62	110	77	105,222	120,110	225,332	2,048
Plattsburgh	-0-	25	N.A.	25,130	35,000	60,130	2,405
Potsdam	-0-	34	N.A.	34,668	37,025	71,693	2,109
Purchase	100	300	200	347,916	570,600	918,516	3,062
Subtotal	1,128	1,901	69	1,920,183	3,125,556	5,045,739	2,654

*Does not include funds from outside sources such as Federal and State Student Financial Aid Programs

State University of New York SEEK Enrollment and Budgets - TABLE III (CONTINUED)

Campus	1969-70 Enrollment	1970-71 Enrollment	% Increase over previous year	1970-71 Budgets* Regular Campus Budget	SEEK Budget	Total	Amount per Student
Ag. & Tech Colleges							
Alfred	20	45	125%	$ 39,447	$ 45,490	$ 84,937	$1,887
Canton	-0-	120	N.A.	108,350	99,960	208,310	1,736
Cobleskill	-0-	75	N.A.	75,145	98,075	173,220	2,310
Farmingdale	150	250	67	184,204	304,250	488,454	1,953
Morrisville	-0-	40	N.A.	37,072	40,300	77,372	1,934
Subtotal	170	530	212	444,218	588,075	1,032,293	1,948
Specialized Colleges							
Forestry	7	10	43	16,969	19,010	35,979	3,598
Maritime	10	22	120	26,895	29,022	55,917	2,542
Downstate Medical	-0-	20	N.A.	25,233	8,281	33,514	1,676
Upstate Medical	150	-0-	N.A.	-0-	-0-	-0-	-0-
Subtotal	167	52	(-69)	69,097	56,313	125,410	2,412
State Operated Campus Totals	2,582	4,608	78	5,576,934	6,401,300	11,978,234	2,599
Community Colleges	-0-	360	N.A.	Not Avail.	300,700	300,700	835
Total	2,582	4,968	92%	$5,576,934	$6,702,000	$12,278,934*	$2,472

*Does not include funds from outside sources such as Federal and State Financial Aid Programs.

TABLE IV

City University SEEK Enrollments and Budgets 1970-71

Campus	Fall 1969 Enrollment	Anticipated Fall 1970 Enrollment	%Increase Over Previous Year	Budgets*	Amount per Student
Brooklyn	673	1,203	79%	$ 3,190,000	$2,652
City	1,040	1,511	45	3,770,000	2,495
University Center	469	650	39	1,595,000	2,454
Hunter	342	772	126	1,812,500	2,348
Baruch	221	400	81	1,160,000	2,900
Lehman	300	528	76	1,450,000	2,746
Queens	780	940	21	2,842,000	3,023
York	107	200	87	580,000	2,900
John Jay	4	150	N.A.	290,000	1,933
Community Colleges	147	200	36	400,000	2,000
Central Services				1,410,500	215
TOTAL	4,083	6,554	61%	$18,500,000*	$2,823

*Includes $10,250,000 from State sources and $8,250,000 of City tax-levy funds. Does not include funds from outside sources such as Federal and State Student Financial Aid Programs.

APPENDIXES

APPENDIX A

EXAMPLES OF HEOP AND SEEK PROGRAMS

At New York University there are three programs in effect which are pointed towards aiding opportunity students. These programs enable greater numbers of economically and educationally "disadvantaged" students to enroll in the various undergraduate schools or colleges, and more importantly, after acceptance, prepare them for advanced careers in our society.

To accomplish these main goals, the university has the following programs: The Opportunity Program, the Education Support Program, and the Career Orientation and Opportunities Program.

Through the Opportunity Program (OP), students - who have an unjust limitation of opportunity because of a background of poverty, discrimination and substandard schools - are accepted by the University. These students evidence a potential for college but lack the customary credentials for college admission. To assist these students to achieve the goal of a college education, they matriculate in one of the colleges, take a reduced course load and receive testing, tutoring, and counseling to enable them to keep pace with their peers. These supportive services consist of tutoring in basic skills, reading, and mathematics, plus personal counseling for each student to help him adapt to university life.

The Education Support Program (ESP) provides supportive services in the form of counseling and tutoring for disadvantaged students while they are in college. Because these students have been educationally deprived, these services are necessary to a responsible educational goal. This program has an Educational Support Program Advisory Committee for each college of the University. Each program has one or more counselors and tutor-counselors who supervise the counseling and programming of each opportunity student, cooperate with the faculty in adapting curricula to the needs of

the students, work with parents and social agencies, and encourage students to broaden their cultural horizons through attendance at concerts, plays, and other cultural events.

The Career Orientation and Opportunities Program (COOP) deals with students who have not yet developed or considered the prospect of preparing for top level or professional careers. In this program, students with potential are motivated to prepare for graduate school, or professional work, through professional counseling. Developmental work is closely supervised and coordinated so that these students can be directed and assisted to take full advantage of available educational and professional opportunities.

These programs, operating with the assistance of HEOP funds, have been designed to focus upon the educational and related problems of the students. This focus demonstrates to the student that there are those who care about his immediate and long term goals. The result is the high degree of motivation which has characterized students enrolled in the HEOP programs at New York University. If students fail or are placed on probation during the academic year, they are encouraged to repeat courses during the summer session. By using the design process of keeping the HEOP students in small groups in the respective colleges, with overall coordination by the administration staff, a university as large as New York University was able to enroll large numbers of students who become integral parts of each college without becoming lost in the University.

The SEEK program at Baruch College is similar to the basic model followed throughout the City University system in that it includes special remedial courses in reading, communication skills, and mathematics. Baruch differs from the basic model only in its emphasis upon business administration, which is the area of specialization for the college. SEEK courses are offered for

partial college credit and there is a gradual placement of students in the regular academic courses of the college. Financial aid, tutoring, and counseling are also available.

SEEK students are placed within regular courses on the basis of test results in Math, English, and Reading and upon the advice of their counselors after remedial and supportive counseling has been given, both individually and through classroom techniques. Students with severe deficiencies in reading skills meet with a reading specialist for one to four hours a week of individual instruction. All students are required to enroll in a 1-hour reading and study skill course which integrates the teaching of basic skills with credit work.

Students who are not doing satisfactory work may be retained in the program on the recommendation of their counselors and Program Director if there is evidence that the student may be able to achieve a satisfactory level of work. Students who are dropped from the program meet with counselors for advice about employment opportunities and possible referral to other programs.

At Baruch the ratio of counselors to students is 1:30 with the emphasis on educational counseling, although vocational and personal counseling is also provided. The tutors in math, reading, accounting, and English are usually upperclassmen with outstanding academic records.

Baruch College enrolled 221 students in their program for the fall of 1969 and anticipated and budgeted for an enrollment of 400 for the fall of 1970, an increase of 81%. The budget for 1970 is for $1,160,000, resulting in a budgeted expenditure of $2,900 per student. Of the 221 students admitted in 1969, 190 students completed the year's program successfully, for an attrition rate of approximately 14%.

APPENDIX B

G E N E R A L P L A N

for the Organization, Development Coordination, and Operation of The Educational Opportunity Programs of State University of New York

Submitted to the
Board of Regents
in compliance with
Section 6452 of
the Education Law
enacted by the
Legislature of the
State of New York,
1970

Preface

The format of this General Plan follows the outline of items to be included in it, as set forth in Section 6452 of the Education Law.

The Plan is applicable to opportunity programs at campuses of, and operating under the program of, State University of New York, except those community colleges sponsored by the Board of Higher Education in New York City. The Plan is intended not only to meet requirements of the Legislature and of the Regents but also to establish a general perimeter within which specific campus opportunity programs can be developed to meet particular campus needs.

Questions about this document should be directed to the Chancellor of State University of New York, 8 Thurlow Terrace, Albany, New York 12201.

GENERAL PLAN

(a) Objectives:

The educational opportunity programs of State University of New York represent a continuation of progress towards realization of a policy that has been enunciated by the Trustees. In the 1964 Master Plan, they declared that ". . .every student capable of completing a program of higher education shall have the opportunity to do so." Programs were initiated soon thereafter to "seek out disadvantaged but talented youngsters not only in the cities, but in the suburbs and rural areas."

This long range commitment and objective was confirmed in the 1966 Interim Revision, in which the Trustees set forth an ". . .expanded goal of giving each applicant what he needs to the limit of his capabilities, requiring only that he be adult and willing to be tested and advised." The Trustees then recommended "that the unwritten policy of open door admission to State University be confirmed as the obligation of State University to find a place in the right program, on one or more campuses, for every qualified applicant of post-high school age."

Progress towards attainment of this objective has been furthered by the educational opportunity programs initiated prior to 1970. Two short term objectives are considered primary: to help each enrolled opportunity student complete satisfactorily the educational program in which he has been enrolled, and to foster and support the search for effective techniques and materials by which instructing and advising atypical learners can be successful. These short term objectives deserve brief comment.

The University regards its enrollment of an opportunity student as a contract with special implications. Knowing that such a student is undertaking an educational journey for which he has been inadequately prepared educationally, and knowing that he faces, in addition, extraordinary psychological hurdles, each participating campus is expected to exert special effort to help this student. For example, waivers of ordinarily-applied deadlines for attainment of specific academic averages will be encouraged, as will be the development of special supporting services such as tutoring and personal counseling.

The University acknowledges the probability that its campuses are unlikely to have dealt successfully in the past with students whose academic backgrounds are weak, particularly in the areas of verbal and abstract reasoning which receive emphasis in higher education. The University's also acknowledges that its campuses lack ample faculty whose training and experience has equipped them for capitalizing upon atypical learning styles as a means of overcoming deficiencies in the usual study skills. But the University believes that every campus committing its resources to the attainment of success in the opportunity program will develop the staff, techniques, and materials essential for successful opportunity programs.

Efforts exerted to attain these short range goals, the University believes,will bring benefits to all students.

(b) Eligibility:

To be eligible for inclusion in the educational opportunity programs of State University of New York, and, thereby, to be eligible to receive the benefits of provisions under Section 6452 of the Education Law, an applicant must meet all of the following criteria:

1. He must be a resident of New York State.

2. He must be a graduate of an approved high school, or have obtained a New York State high school equivalency diploma or its equivalent, such as an Armed Forces Equivalency Diploma. (In exceptional cases --i.e., when a qualified evaluator has attested to a student's potential for successful completion of a degree program, but the applicant lacks a high school diploma or equivalency -- a campus may determine equivalency by its own testing procedures and materials.)

3. He must be economically disadvantaged, as determined by the criteria established for the Higher Education Opportunity Program administered by the New York State Education Department as follows:

A student eligible for participation is an HEOP program is one who comes from a household with the following income, according to the number in that household and the environment in which they live. These guidelines are effective for fiscal year 1970-71 and may be revised annually to meet changing economic conditions.

Number of Dependents	Gross Family Income[1]
1	$4,400
2	5,650
3	6,750
4	7,600
5	8,000
6	8,400
7	8,800
8	9,150
9	9,500
10	9,850

[1] Income levels are based on data obtained from the United States Bureau of Labor Statistics, the College Scholarship Service and the Community Council of Greater New York.

Dependent means all relatives living with and supported by the head of the household, including the spouse. For example, the maximum gross family income for a two parent family with one child would be $5,650. The income guideline may be raised by $500 if household is supported by two workers.

For the purpose of the New York State Education Department, fifteen percent of the students admitted to an HEOP program may come from families whose income exceeds the guidelines <u>if</u> they fall into one of the following categories (this would be beyond the two-worker extension):

A. He lives in low-income public housing.

B. There is serious mismanagement of the family's income and little accrues to the interest of the student. Written corroboration is required from a disinterested, reliable outside party, such as a social worker, lawyer, judge, etc.

C. The student's family is the recipient of state or locally administered welfare.

> Inclusion of a student in a project according to points A through C must be justified in the institution's proposal. (State Education Guidelines for the Submission of Grant Proposals for Fiscal Year 1970-71.)

4. He must be educationally disadvantaged. The basic test of educational disadvantage is non-admissibility, by the college's normal admission standards, to the college at a matriculated status in a degree program. In addition, however, an eligible opportunity student must have potential for successful completion of an academic program at the college. In the case of a community college operating an approved "open door" program, the basic test of educational disadvantage is non-admissibility to any program currently operated by the college. A student deemed qualified for the college's <u>developmental</u> program, however, is eligible for the opportunity program of State University. Testimony of qualified observers of an applicant's academic and academic-related activity may be used in determing his academic potential, along with evidence of academic performance such as his high school record.

5. He must have demonstrated to a reasonable degree, and in some academically relevant way, that he has the potential for satisfactory completion of a degree program at a campus which accepts him for enrollment in its educational opportunity program.

Eligibility for admission to a campus opportunity program does not necessarily mean <u>selection</u> and <u>admission</u> to it. Because the pool of eligible students is likely to include more than the number who can be enrolled, the following selection process will be followed:

Selecting Students

1. Each participating campus will be expected to select students who seem likely, with the supporting services available at that campus, to be able to complete a degree program at that campus in no more than one-fourth more academic tenure than is customary: i.e., five semesters for an associate degree and ten semesters for a bachelors degree.

2. The Office of Special Programs, the offices of Vice Chancellors who deal directly with the campuses, and the University's Admissions Processing Center will assist students in selecting the campus which seems most likely to have the programs and services which will enable him to fulfill his academic potential.

3. Educational opportunity program students will participate in recruitment activities as a means of improving student selection of a campus program as well as campus selection of a student.

4. Although each campus will want to minimize the risk that an opportunity student will face thereat, this does not mean that the campus must select "from the top down" among eligible applicants. Each campus is encouraged to select some students who show outstanding creative talents and positive leadership abilities--even when such students are not among the top academic performers in the pool of eligibles. In such instances, the campus will commit its resources to exert special efforts to provide supporting services which will enhance academic success.

Admitting Students

1. Before admission, each prospective opportunity student should be interviewed by a person (student or staff member) who is knowledgeable about the college's opportunity program as well as about the college.

2. All students offered admission to the opportunity program should be given an opportunity to visit the campus and meet with students already enrolled in the program.

3. Determination of the number of students to be admitted to the opportunity program at any time should be made by the President after consultations with his staff, particularly the budget officer, the college admissions officer, and the financial aids officer, as well as the program advisory committee and key members of the opportunity program staff.

4. The college should establish a special committee to make recommendations on individual admissions to the opportunity program. The committee should reflect the representational nature of the program's Advisory Committee.

5. The college should make reasonable efforts to admit equal numbers of male and female students to the opportunity program, unless a factor such as housing or the college's special mission dictates otherwise.

6. Admission to the program shall not be restricted by age, sex, race, religion, marital status, or national origin, so long as other qualifications are met.

7. Applicants who are currently enrolled in an accredited college in New York State and receiving supportive services (financial and academic) funded under the Educational Opportunity legislation (or a similar program) shall be eligible to apply for admission to an opportunity program at a campus of State University of New York as a transfer student.

8. Admission arrangements should include a referral service to help students learn about and apply for admission not only to opportunity programs at other colleges but also to alternative educational programs such as the urban centers and cooperative college centers.

9. The college's admissions offices, with the assistance of the appropriate Vice Chancellor and the Office of Special Programs, should develop admissions procedures in cooperation with the University's Admissions Processing Center. (However, this does not mean mandatory participation by community colleges in the Admissions Center operation.)

(c) Program Content at the Campuses

Although each campus is expected to give its opportunity program such special modifications as seem essential for its particular student clientele and degree programs, the general content of its opportunity program will be developed in accordance with the following guidelines:

No university-wide formula for specific program content--compensatory or developmental courses, for example--is mandated to each campus. In the belief that each campus expects to see its particular program succeed, and on the assumption that only those working directly with particular students can know their needs, capabilities and interests, the University expects each campus to determine and develop appropriate "mixes" of credit/non-credit, developmental, and remedial courses. Similarly, the University believes that a campus can decide best such a problem as utilization of separate tutors and counselors, or a combination of these necessary roles.

Faculty Involvement - To assure that its opportunity program is of the campus as well as at the campus, each campus will arrange for faculty involvement from the outset. This involvement should be examined regularly to assess its effect upon the program and to change it in ways deemed likely to increase its positive effects. To attain this desirable involvement:

1. Each department in the college should have a faculty member

who serves as the liaison to the program on academic matters affecting opportunity students enrolled in department courses.

2. The college should convene the departmental liaison representatives at regular intervals for informal information-sharing about courses, curriculums, and other academic concerns arising, or anticipated, in the program.

3. The college should offer inducements which encourage faculty to develop (a) new courses to meet the special interests and needs of the opportunity students and (b) innovative ways of teaching those who employ atypical learning style.

4. Non-program faculty members should participate not only in planning the program's student and staff orientation activities but also in implementing them.

5. The college should convene frequent informal meetings which bring together members of the faculty and the EOP students to discuss topics of mutual interest.

Staffing - Opportunity program students have cultural and learning strengths which will not be utilized fully unless a staff with special competence for working with educationally and economically disadvantaged students works with them.

1. This staff should consist of the following:

   a. A director who has as his primary responsibility the direction of the opportunity program, enrollment warranting.

   b. When enrollment warrants, an associate or assistant director who may serve also as coordinator of counseling, or in another staff assignment;

   c. Full-time counselors in such number as will enhance chances

of successful, academic achievement; or, alternatively, the equivalent in tutor-counselors; or a combination of counselors and tutor-counselors.

d. A financial aids officer, with warranted assistance, who shall work with opportunity program counselors to (1) determine each student's need for financial assistance, (2) identify the resources from which the student's financial assistance will be drawn, and (3) complete the procedures necessary to assure that the student receives that assistance.

e. Tutors and specialists such as reading teachers who will provide course-related and developmental instruction, as need warrants.

f. An admissions/recruiting coordinator who will work with the college admissions office, the program staff, and the opportunity students to assure dissemination of information to prospective students and assist them with application procedures.

2. All opportunity program staff shall be hired by the college and shall serve in accordance with regulations and procedures governing personnel in similar categories and at similar professional and nonprofessional levels in other departments and offices at the college.

3. Benefits and services for the program staff shall be provided in the same ratio as provided for similar programs, departments, and offices at the college, unless the President finds that the special needs of the opportunity program dictate otherwise.

4. Opportunity program staff may have other duties at the college in other capacities, but pro rata sharing of costs must occur in all such instances.

Academic Expectations and Regulations - To assure that the primary goal of the opportunity program--successful completion of a degree program, or, in the case of a two-year college, completion of a certificate or diploma program--is obtained, each campus is expected to establish and maintain the following:

1. Students in the educational opportunity programs are expected not only to meet the requirements for graduation that must be met by other graduating students but also to show, at intervals established by the faculty, satisfactory academic progress towards a degree.

2. The college should establish and make known to all concerned the academic achievement levels which the opportunity students must meet at clearly identified points in the accumulation of academic credits as evidence of satisfactory progress towards completion of a degree program. Procedures for notifying all concerned, in cases of unsatisfactory progress, must be established and followed.

3. Establishment of standards for academic performance shall be the responsibility of the college faculty.

4. The college should provide a reasonable number of pass/fail or pass/no-credit options for opportunity students--as well as others--particularly in the student's first two years of matriculation status.

5. The program staff shall maintain full and accurate records on each student's progress towards each academic level set for him.

6. The program staff shall maintain regular liaison with the college faculty in order to have, at any and all times, full and accurate information about the academic performance of program students.

7. The record of an opportunity student facing dismissal for academic

reasons shall be evaluated thoroughly by a committee consisting of representatives of the program staff, including the program director, and the college academic standing committee. This committee's recommendation shall be presented to the college academic standing committee, which shall have such responsibility for academic dismissals as is applicable to all students at the college. Any appeal processes open to other students at the college shall be open and made known to the opportunity student.

8. Any student who is being dropped from the program for academic reasons, or who is withdrawing from it, shall be assisted in finding alternatives--educational or otherwise--appropriate to his interests, needs, and capabilities.

Advisory Committee - The full resources available to the college--including those in the community--should be drawn upon to increase the chances of developing a successful program. Diversity of backgrounds, interests, skills, and knowledge among participants should enhance planning and implementation.

Because campus and community cannot be divorced, and because the program can benefit from their cooperative action, the establishment of a campus/community advisory committee is recommended. This committee should disseminate program information to the constituencies that it represents, consult with the President on program affairs, and file with him an annual report which he can use in preparing his report to the Chancellor.

1. The advisory committee should be composed of the following members:

   a. The campus director of the opportunity program

b. Students

1. Representatives elected by the opportunity program students

2. Representatives appointed by student government or elected by the student body

c. Administrative staff

1. The chief officer of the Office of Student Affairs, or his designee

2. The chief officer of the Office of Academic Affairs, or his designee

3. The chief officer of the Office of Administrative Affairs, or his designee

d. Instructional faculty

1. Representatives elected by and from the opportunity program staff

2. Representatives elected by and from the faculty at large

e. Community, including, to the extent feasible:

1. Representatives of such interest groups as minority orginizations, business and professional groups, and social clubs

2. Alumni

3. College council or trustees or sponsors

4. Social Services and Human Relations Offices

2. The selection process should be established by the President, in consultation with the college Trustees or council.

3. Membership on the advisory committee should be rotated at intervals.

Students Rights and Responsibilities - A student enrolled in the college's educational opportunity program is a bona fide student of that college. As such, he shall be accorded the rights and privileges available to other students. Among these shall be a clearly delineated grievance procedure, and a mechanism assuring due process in such instances as alleged misconduct or pending dismissal for non-academic reasons. Processes to which he is subject shall be the same as are applicable for all students in similar circumstances, or the equivalent thereof. They shall be no more nor less stringent or lenient than they are for all students.

Similarly, the opportunity student is expected to meet any responsibilities placed on all students at the college.

The only exceptions to these statements should be those mandated by the special conditions of the program. In such an event, the President shall make clear to all concerned why the exceptions were necessary.

The Office of Special Programs and the appropriate vice chancellor acting directly with the campus will help each campus resolve problems which arise as it designs, modifies, and operates its programs and services.

(d) Evaluation:

The ultimate evaluation of the effectivness of any educational program is the success of the students who completed it. But, as countless "success stories" show, many persons who failed to complete an educational program--or, perhaps, who were failed by it--became successful in a chosen field. The real impact of an educational program can only be inferred, therefore, and sometimes the inference must be deferred far beyond the conclusion of a program.

This notwithstanding, each campus will include in its opportunity program arrangements for gathering information on which reliable evaluation of the program's effectiveness can be based.

1. The college shall obtain and maintain necessary records to show each opportunity student's academic performance:

   a. in high school or in high school equivalency programs;

   b. in any special preparatory courses such as those conducted by the college itself (non-credit courses), or in an urban center, or cooperative center, or similar program;

2. The college also shall maintain records which show:

   a. attrition from the program, including the reasons for each student's discontinuation, whether a voluntary withdrawal, or a failure, or a transfer to another program, or other;

   b. a description of the actions taken to prevent his departure from the program; and

   c. a description of action taken to help each such student obtain suitable education or employment elsewhere.

3. Continuous evaluative activities shall be carried on in order to promote such program improvements as more effective teaching and counseling. Participants in this on-going evaluation should include:

   a. The students in the program, using criteria they themself establish,

   b. the educational opportunity program staff, using data gathered from the faculty as well as from their own observations and records;

   c. the Advisory Committee, according to the designated aims of the program; and

d. the appropriate committee(s) designated by the President, which may be a combination of those listed above, so long as faculty involvement is assured.

4. The Chancellor will designate the officer who will have chief responsibility for evaluation of university-wide educational opportunity programs, in accordance with requirements set forth in the legislation. If deemed necessary, or advisable, the Chancellor will initiate an evaluation by an agency not connected with the University.

(e) Coordination with Other Institutions:

Each campus will utilize the services of the Office of Special Programs, the appropriate vice chancellor dealing directly with the campus, and the Admissions Processing Center to coordinate activities of recruitment, admissions, referral, and transfer from one University campus to another. Between public and non-public colleges, particular coordination action shall be developed in student recruitment and referral. A growing number of University campuses are participating in consortiums, among whose members are included some non-public colleges. Coordinated services and sharing of resources will be increasingly necessary in the years ahead.

Toward these ends, the following guidelines have been established by the University.

1. The college should develop its recruitment plans in cooperation with other colleges in its area, the Admissions Processing Center, the appropriate vice chancellor, the urban centers, and the cooperative college centers. The urban and college centers which provide college preparatory "bridge" courses for students with college potential but below-admissions level academic achievement and test scores, represent a source of students

for the opportunity programs.

2. The college should delineate to other colleges in its service area the territory in which it will conduct its major recruitment of opportunity students, giving high priority to the educational interests and needs of eligible youth and adults in its area.

3. In its primary service area, the college should establish favorable relationships and liaison with agencies and schools, public and private, which can refer students about whom they have, or can obtain, germane information.

4. The college also should develop with other institutions of higher education effective ways of sharing resources for the opportunity program and of referring students enrolled therein.

(f) Reports:

Reports from the campuses to the Office of Special Programs, the vice chancellors dealing directly with campuses, and other offices of Central Administration will provide information on such matters as enrollment change, personnel fluctuations, and course activities. Such information as has been collected in this manner will be available to the Legislature, the Regents, the Director of the Budget, and the Commissioner of Education upon request.

(g) Other Funds:

Each campus will utilize portions of other financial aid resources to assist opportunity students. These resources include federally funded programs such as SEOG and Work-Study; scholar incentive awards, and other funds such as foundation grants and student government allocations. The

exact amount apportioned from each can be reported as soon as program enrollment has been completed.

In addition, students in the educational opportunity program generate workload--i.e., are included in computing the full-time equivalent student enrollment at the campus. Thus, funds for some of the direct costs of program operation are included in each campus budget. The chart on the following page shows the anticipated fiscal support generated in the campus budgets--excluding the community colleges--by enrollment of opportunity students.

Campus FTE Fiscal Support Generated

by Opportunity Program Students, 1970-71

	1970-71 SEEK Students	FTE Student Equivalent	Total
TOTAL	4 588	2 749	5 551 701
University Centers	2 125	1 275	3 143 436
Albany	600	360	835 836
Binghamton	250	150	386 821
Buffalo	875	525	1 237 296
Stony Brook	400	240	683 483
Colleges of Arts & Sciences	1 901	1 137	1 920 183
Brockport	93	55	91,414
Buffalo	700	420	664 585
Cortland	107	63	109 775
Fredonia	55	33	54 569
Geneseo	82	49	78 142
New Paltz	120	72	122 018
Old Westbury	75	45	87 033
Oneonta	200	120	199 711
Oswego	110	66	105 222
Plattsburgh	25	15	25 130
Potsdam	34	20	34 668
Purchase	300	179	347 916
Agric. & Tech. Colleges	530	318	444 218
Alfred	45	27	39 447
Canton	120	72	108 350
Cobleskill	75	45	75 145
Farmingdale	250	150	184 204
Morrisville	40	24	37 072
Specialized Colleges	32	19	43 864
Forestry	10	6	16 969
Maritime	22	13	26 895

APPENDIX C

FACSIMILE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION

August 28, 1970

TO: T. Norman Hurd

FROM: Ewald B. Nyquist

SUBJECT: Review of State University of New York General Plan for their Educational Opportunity Program

Pursuant to Section 6452 of the Educational Law as enacted by the Legislature of the State of New York in 1970, and the Rules promulgated by the Regents, there has been received from the State University of New York a general plan for the organization, development, coordination, and operation of educational opportunity programs operated under the auspices of that university. The Regents have reviewed the Plan and comment as follows:

1. Since the determination of curriculum, i.e. credit/non-credit, developmental, and remedial courses is made by each constituent unit of State University, it would be useful if each unit were to define and describe its academic program and to make this information available in a supplemental descriptive plan for supportive services would be appropriate to an understanding of a given campus plan.

2. Participation in the University's Admissions Processing Center, and the procedures developed by that Center for admissions, is not mandatory for community colleges. Consequently, the Regents have no way of knowing what their procedures will be or whether, in fact, community colleges are enrolling students in education opportunity programs. It would be useful if two-year, as well as four-year units of State University were to make available a description of their admissions procedures to the Regents and to the Director of the Budget.

3. The constituent units of State University are required by the Central Office to establish guidelines for (a) satisfactory progress toward a degree, (b) standards for satisfactory academic performance, and (c) a reasonable number of pass/fail or pass/no credit options. The Regents commend this action, but cannot review it until more specific data is received from each of the units.

4. The General Plan includes a section on evaluation, which designates those faculty, student, and staff who will participate in that procedure. Unless a general evaluation design were specified, or plans made available by the constituent units, it would be impossible for the Regents to review realistically this section of the General Plan.

5. The General Plan indicates that reports from the campuses to the State University Office of Special Programs will provide information on such matters as enrollment change, personnel fluctuations, and course activities. This information will be available to the Legislature, the Regents, the Director of the Budget, and the Commissioner of Education upon request.

   Unless The Regents are aware that such studies have been done, they are in no position to request that information. As a result, it would be beneficial if the Office of Special Programs or the appropriate Vice-Chancellor would assume the responsibility for forwarding copies of such reports as they are prepared.

6. The General Plan notes that the exact apportionment of other financial resources (EOG, Work-Study, etc.) to opportunity programs will be reported when program enrollment is completed at the several institutions. It would be useful if final figures for the fiscal support by the Central Office opportunity programs in all State University units could be forwarded at that time.

7. The Regents note that the general nature of the plan without specific statements or materials from the constituent units will maximize the difficulty of the Regents to conduct an ongoing status review and evaluation process. It would be desirable if the program design developed on each campus were available to the Regents as a measure for program performance. Such a design would include a description of the program components such as counseling, tutoring, supportive services, academic work, and so forth.

The program as indicated in the General Plan is in no way incompatible with the Regents plan for the expansion and development of Higher Education in New York State.

APPENDIX D

GENERAL PLAN FOR THE SEEK PROGRAM
OF THE CITY UNIVERSITY OF NEW YORK
1970-1971

Submitted to the Board of Regents and the Commissioner of Education

by the City University of New York

Facsimilie .

THE CITY UNIVERSITY OF NEW YORK

Graduate Center: 33 West 42 Street, New York, N.Y. 10036

212/790-4251

Vice Chancellor for
Urban Affairs

August 25, 1970

TO: Chancellor Albert H. Bowker

FROM: Julius C. C. Edelstein
Vice Chancellor for Urban Affairs

As required by law (Section 6452 of the Education Law), and by Section 27-2.1 of the Rules and Regulations of the Commissioner of Education, a General Plan for SEEK for 1970-71 is hereby submitted for transmittal to the Board of Regents and the Commissioner of Education.

This plan is the first submission required under the terms of the enactment of 1970.

As soon as SEEK registration takes place, an accounting of the actual number of SEEK students admitted should be submitted to the Board of Regents and the Commissioner of Education. These figures will be assembled and conveyed to you for such submission.

Plans have been made for the preparation of periodic reports to the Regents and to the Commissioner of Education, including progress data and evaluative information. Such material will be submitted to you for transmittal, as prepared.

Section I of the General Plan describes the outlines of the SEEK Program: its goals and methods; its operation and structure; the vested responsibilities and functions of both the college campus level and the Central Office of the University.

Section I also includes data on enrollment and budget.

Section II describes the mechanisms for planning, research and evaluation, and auditing in the Program.

Section III presents an analysis of student attrition and performance.

Section IV describes the participation of community organizations, and faculty and students in program governance.

Section V describes the individual programs on the college campuses.

Section VI describes appointment practices for SEEK faculty.

(Chancellor Albert H. Bowker
August 25, 1970

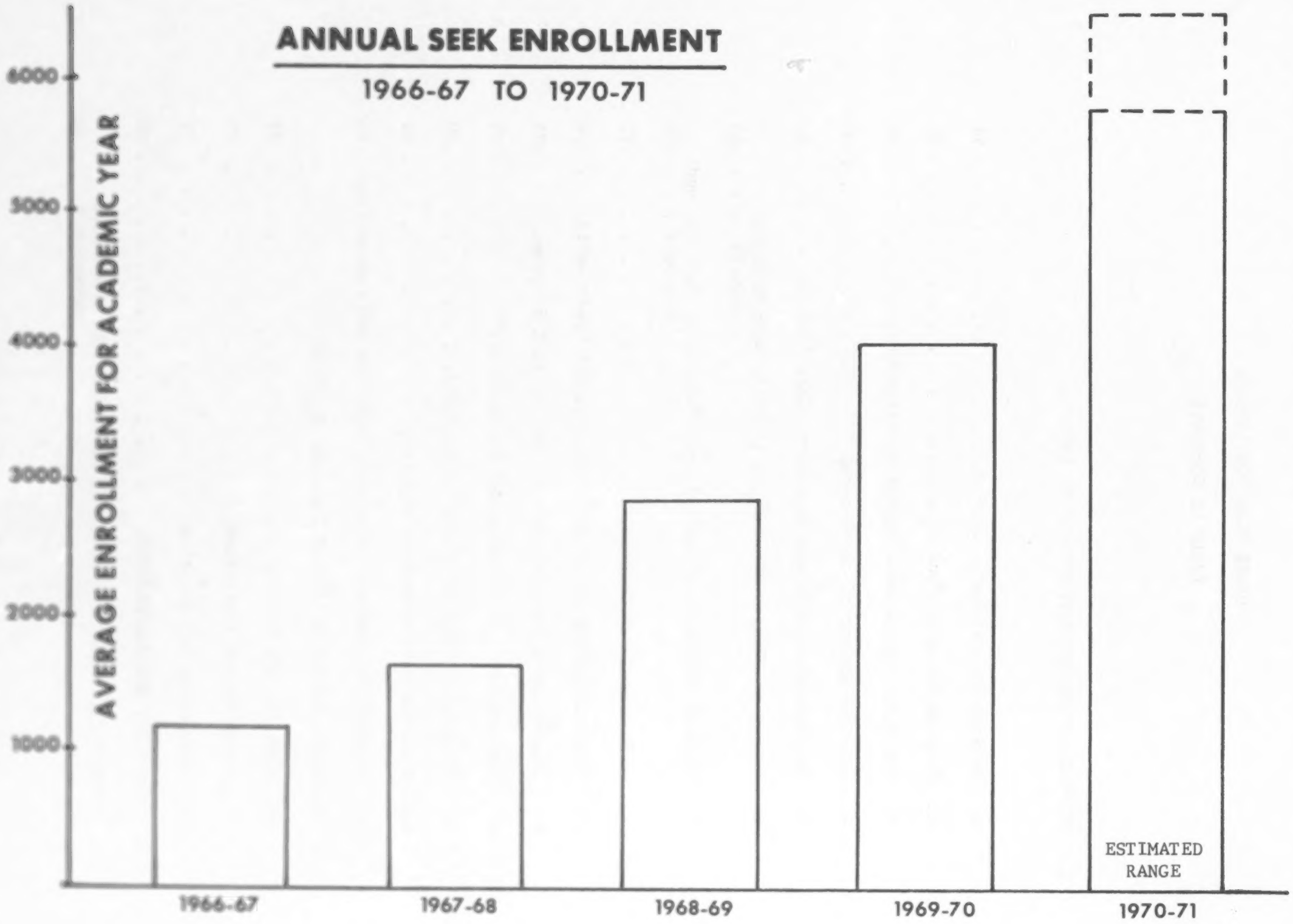
As a whole, the plan constitutes a blueprint for the development and operation of the SEEK Program in 1970-71.

From its beginning, the SEEK Program has been characterized by rapid expansion of enrollment. This trend continues for the academic year 1970-71. In September, 1970, enrollment will expand to between 5,800 and 6,500 students, an increase of between 40% and 50% over the enrollment in September, 1969. Because of the dramatic decrease in actual attrition and the atypically high percentage of acceptance by those who were offered admission into the SEEK Program, the anticipated actual enrollment at the various colleges for 1970-71 is considerably higher than the enrollment projected in our appropriation and budget, which was calculated on the basis of 5,700 students.

A bar chart showing enrollment trends since the beginning of the SEEK Program is appended to this letter.

ANNUAL SEEK ENROLLMENT

1966-67 TO 1970-71



STATE PLAN FOR 1970-71

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1. PROFILE OF THE PROGRAM '66-'67 to '70-'71

The SEEK program of the City University of New York began in September, 1966, pursuant to a legislative provision (Sec. 13 of Chapter 782 of the laws of 1966), signed into law on July 5, 1966. Within eight weeks of the legislative instruction, the program was launched. By September 1966, 450 full-time and almost 1,000 part-time SEEK students had been enrolled. Since that time, the SEEK program has grown to a September, 1970 projected and budgeted enrollment of 5,700 and a potential actual enrollment approaching 6,500.

1. Program Objectives

The purpose of the program, as specifically defined by the State Legislature in its 1966 enactment, was to provide for the matriculation at the senior colleges of substantial numbers of high school graduates -- resident in poverty areas -- whose secondary school attainments would have prevented them from enrolling in any college of the City University. State funds were authorized for recruitment, counselling, tutoring, remediating, summer schooling and for stipends.

SEEK is a senior college program aimed at integrating its students into the "regular" student body and into the "regular" college curriculum. Its analog in the community colleges of the City University system is College Discovery, an older, somewhat smaller and generally career-oriented program. However, the SEEK program will also include, in 1970-71, 200 FTE students at community colleges, either transfers from the senior colleges or the remainder from a group enrolled in 1966 and "assigned" to the community colleges.

It is to be emphasized that two of the major cosiderations in the original legislative mandate of the SEEK program were (a) to provide a 4-year college opportunity to those who would otherwise would have been deprived of such an opportunity; and (b) to promote the racial integration of the senior colleges of the City University. This latter remains a crucial function of the SEEK program; its requirement for residence in an officially-defined poverty area is reflected in a student body which is roughly 90% minority (Black and Puerto Rican). With the launching of the Open Admissions Program in '70-'71, the SEEK program was officially and specifically recognized by the Board of Higher Education as a major integrating element, to be managed so as to promote racial integration in the senior colleges of the University system.

SEEK is at once the prototype and vanguard of the Open Admissions Plan, which, beginning in September, 1970, has offered admission to one or another unit of the City University to all graduates of New York City High Schools. In the City University Master Plan, Open Admissions was originally scheduled to come into effect in 1975. With the decision to advance the implementation of Open Admissions to September, 1970, SEEK remains critically important not only for the sake of racial integration, as indicated above, but also as the model for a program that makes it possible for disadvantaged students to succeed in the City University. SEEK is a <u>special</u> program; it is featured by a comprehensive structure and by special conditions of small class size and low tutoring and counselling ratios. For 1970-71, it is fiscally impossible for the Open Admissions Program to provide the same conditions for the 35,000 freshmen who will enter the City University in September, 1970. The success of SEEK remains a measure of the potential success of Open Admissions, given an adequate level of funding.

2. Program Operation and Structure

The SEEK program consists primarily of a series of campus units, locally planned and operated, with some central policy controls and oversight and central services -- including reports, planning, research and evaluation, and a dormitory-residence facility.

The legislative mandate made it clear that a major aim of the program was to assist SEEK students to gain entry into the mainstream of the senior colleges. Only the colleges can grant baccalaureate degrees; therefore, it was planned that the colleges should have the responsibility to regulate and determine the scope and nature of the academic programs leading to the degree. Thus, in each college the actual operation of SEEK is conducted under the auspices of the college, and by its authority. Curriculum planning, physical location, staff selection, student retention, promotion, accrediation, and student life matters are under the control of the individual college.

The SEEK Director coordinates all aspects of the program, reporting directly to the Dean of Faculty and informally to the College President. The Director is typically a faculty member on a tenure-bearing line, with the administrative title of Assistant or Associate Dean.

In the major programs, an assistant director and a head counselor carry out chiefly administrative duties. A faculty-student council, with varying authority, discharges a wide range of functions.

3. The Board Guidelines -- Impact on Structure

On July 9, 1969, the Board of Higher Education enacted a set of guide-line-directives for the SEEK program, following a comprehensive review of the problems encountered in the program, some of which were reflected in disruptions at Queens College and at City College in the spring of 1969.

These Guidelines were recommended to the Board by a Special Task Force consisting of College Presidents Robert Weaver, Joseph Copeland, and Milton Bassin, and University Vice Chancellor Julius C.C. Edelstein. The Guidelines have the force and effect of regulations of the Board of Higher Education.

Before the Board of Higher Education adopted these Guidelines, the structural relationship of the individual SEEK programs to the rest of the college had varied from college to college. In general, the programs had been regarded as temporary undertakings, beyond the purview and concern of the "regular" faculty. Nor were the programs organically built into the college structure. For example, SEEK faculty members were ineligible for tenure in the colleges. The status accorded SEEK was largely by virtue of its attachment to the Chancellor's Office of the City University.

The enactment of the SEEK Guidelines by the Board of Higher Education, effective in September of 1969, changed both the status and the structure of the program.

As for structure, the Guidelines required that in each college, a special department be established to house the SEEK Director and the SEEK counselors, plus such other remedial faculty as the president might choose to assign to this department.

To lessen the tendency toward separatism, the Board required that credit-bearing courses should be given by faculty assigned and hired in the appropriate disciplines.

The SEEK Department was to be administered in the same manner as any other department of a college. For a transitional 5-year period, the Director of the SEEK program would automatically serve as Chairman of the Department.

SEEK faculty were directed to have the entitlement for tenure if their rank justified it. A Personnel and Budget Committee (to consist, for a five year period, of the Dean of Faculty, the Chairman of the Department and three persons designated by the President) was authorized to recommend faculty for tenure and promotion. The President was directed to review these appointments in consultation with the University.

The proposed department was directed to move its students into the regular college curriculum as rapidly as possible. Therefore, with the exception of courses combining remedial with credit course work, the SEEK Department was not to offer credit courses. Where credit was to be given in such combined courses, it was to be only for the college-level content and was to be approved by the appropriate academic department.

The aim was to provide the SEEK program -- the SEEK faculty and the SEEK students -- with a secure place within the structure of each college and an assured place in the councils of the college faculty and of the college.

After the Board of Higher Education had laid down these rules, each college moved, during the course of 1969-70, to implement and adapt the Guidelines, referring them to their faculty councils for consideration and implementation. Some of the colleges moved faster than others. As of the end of the 1969-70 school year, York College was the only one without a separate department and a special Personnel and Budget Committee. York College had a justification, since it had no departments but only divisions. A similar situation will exist in '70-'71 at John Jay College, where the new SEEK Program will be part of the Division of Student Life.

Queens College SEEK has also maintained a variant structure and curriculum, which has been under prolonged study and review by the Board Committee

on Expanded Educational Opportunity. The goal of Queens SEEK is a unified interdisciplinary program. Due to the subject matter orientation and degree of specialization of many of the Queens College academic departments, the Director of the Queens SEEK Program has requested that the Queens program be allowed to maintain its variant structure on a three-year experiemental basis, and be accordingly exempted from the Guidelines. This request is currently under consideration by the Committee on Expanded Educational Opportunity.

4. Size and Extent of the Program 1970-'71

In September 1966, SEEK began with three programs: at City, Brooklyn and Queens Colleges -- each conforming to the legislative prescription as to the components of the program, but without a definitive curricular model (although variant pilot programs at City, Queens, and Brooklyn College provided useful experience.)

In September 1970, SEEK programs will be in operation at the following nine institutions, based on a central model as defined in the Board Guidelines, but each with its own significant variations:

Bernard M. Baruch College
Brooklyn College
City College
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Queens College
University Center
York College

5. Enrollment 1970-71 and Expansion since 1965-66

In September, 1970, there will be expanded enrollment at all of the City University SEEK programs; from 4,200 students in 1969-70 to between 5,775 and 6,500 students in 1970, an increase of more than 40%.

The State and City budget allocation to the City University for SEEK for 1970-71 was based on a projection of 5,700 SEEK students. The projected distribution of the 5,700 students was as follows:

CENTER	ORIGINALLY PROJECTED & BUDGETED ENROLLMENT
Baruch	400
Brooklyn	950
City	1200
University Center	725
Hunter	625
Lehman	500
Queens	1000
York	200
John Jay	100
Total	5700

Because of the dramatic decrease in actual attrition for 1970-71 and the atypically high percentage of acceptances of those who were offered admission into the SEEK program for 1970-71, the following is the actual anticipated SEEK enrollment at the various colleges for 1970-71.

CENTER	ACTUAL HEADCOUNT
Brooklyn	1203
City	1511
University Center	650
Hunter	772
Baruch	400
Lehman	528
Queens	940
York	200
John Jay	150
Total	6354

In addition, there are projected to be 200 SEEK students in the community colleges, By comparison, the September 1969 enrollment was as follows:

SENIOR COLLEGES		COMMUNITY COLLEGES	
Baruch	221	Borough of Manhattan	28
Brooklyn	673	Bronx	22
City	1040	Kingsborough	5
University Ctr.	469	New York City	81
Hunter	342	Queensborough	7
Lehman	300	Staten Island	3
Queens	780	Richmond	1
York	107	John Jay (Sr. College)	4

for a total of 4083.

A summary enrollment table showing the growth of enrollment from the first year, 1966-67 to 69-70 follows:

SEEK ENROLLMENT BY TERM INCLUSIVE FROM FALL 1965 TERM TO SPRING 1970 TERM

	Baruch	Brooklyn	City	Hunter	Lehman	Queens F/T	Queens P/T	Univ. C.	York	Eve. Prog.	Total
9/65			113								113
9/66		35	271			117	27			750	1200
2/67		78	322			136	176			515	1227
9/67		120	460			262	236			338	1416
2/68		194	500		98	414	205	185	40	231*	1867
9/68	31	428	660	133	150	527	117	491	62	115*	2714
2/69	42	442	731	147	215	552	87	542	90	160#	3008
9/69	221	673	1040	342	300	733	47	469	107	151##	4083
2/70	224	730	1002	316	281	764	39	402	133	147##	4038

* The Evening SEEK students for Brooklyn, City, Lehman and Queens Colleges are now included under the respective colleges.

** All Evening SEEK students in senior colleges are now included under the respective colleges.

Number of students enrolled in the Evening SEEK Program is increasing due to transfers from SEEK Programs at senior colleges to SEEK Programs at Community Colleges

This figure includes transfers in attendance at Richmond and John Jay Colleges as well as Evening SEEK students at the Community Colleges

In 1970-'71 the enrollments at Baruch, Brooklyn, Hunter and York Colleges will double the enrollments from the previous year: at Baruch the enrollment will increase from 221 to 400; at Brooklyn, from 673 to 1,203; at Hunter, from 343 to 772; at York, from 107 to 200.

At City College, City University's largest SEEK program, the enrollment will increase from 1,040 to 1,511; at University Center, administered by City College from 468 to 650.

At Lehman College, the enrollment will grow from 300 to 528. At Queens it will rise from 856 to 940. And the entirely new SEEK program at John Jay will enroll 150 students.

The program at John Jay will be a new one. All the other programs will be expanded over 1969-70. The total SEEK enrollment for 1970-71 will be greater by more than 40% than in 1969-70.

6. Budget & Budget Allocations 1970-71: Budget Growth 1966-70

The 1970-71 budget for the SEEK program is currently set at $18,500,000 ($10,250,000 from State sources, and $8,250,000 of City tax-levy funds.)

The SEEK Programs has been characterized by rapid growth in enrollment and corresponding budgetary increases.

In 1966-67 the budget was $1.5 million for programs at City, Queens and Brooklyn Colleges.

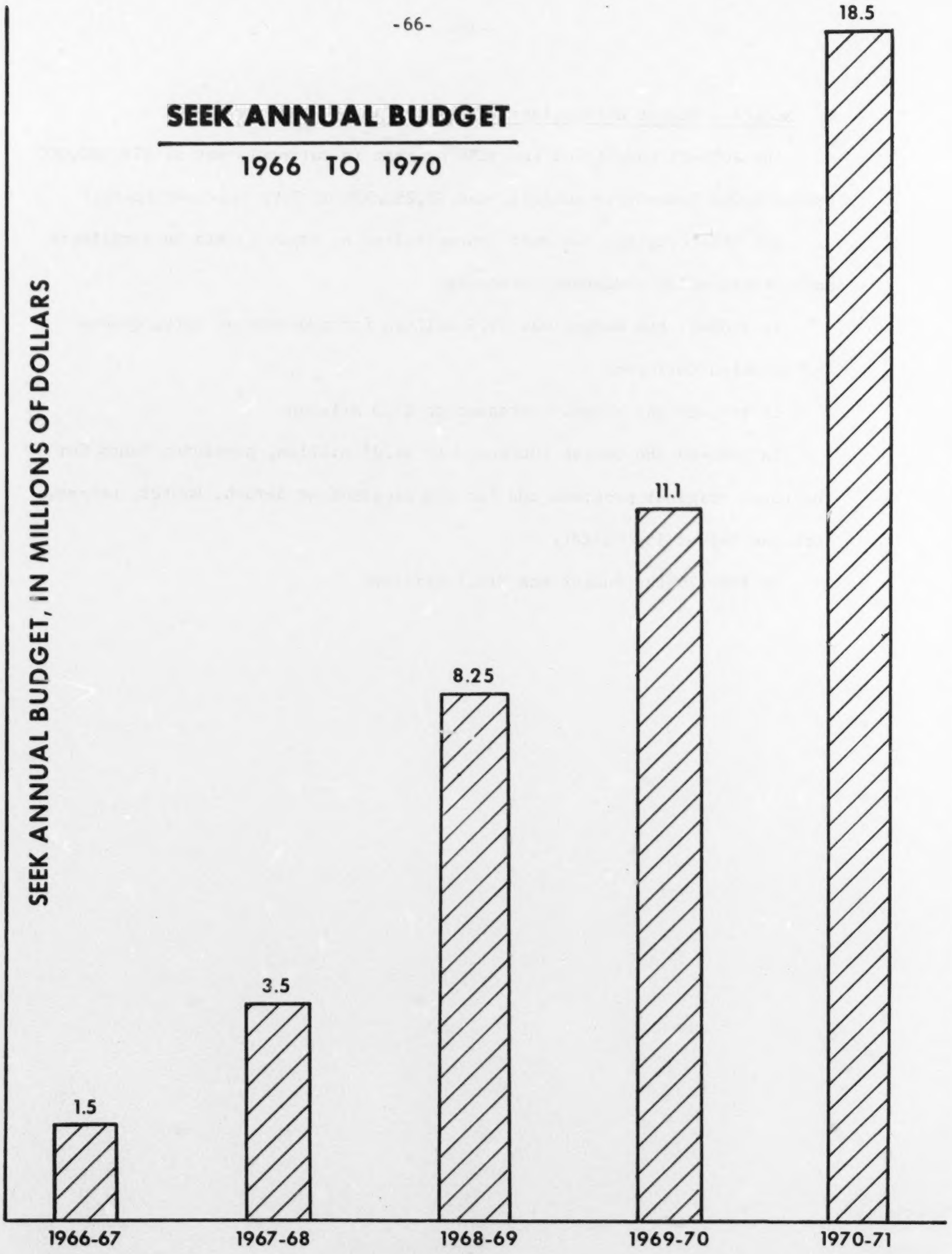
In 1967-68 the budget increased to $3.5 million.

In 1968-69 the budget increased to $8.25 million, providing funds for the three original programs and for new programs at Baruch, Hunter, Lehman, York and University Center.

In 1969-70 the budget was $11.1 million.

SEEK ANNUAL BUDGET

1966 TO 1970



Funding for Central services and functions follows:

Support for 200 Community College Students	$ 400,000
Residence-Dormitory Facility	400,000
University Center Special Support (including rent, cleaning, guard service and special administrative supplement)	350,000
Research and Evaluation	170,360
Admissions Processing and Counselling	74,614
Liaison with SEEK Directors, College Presidents Board Committee on Expanded Educational Opportunity	69,790
Liaison with high schools, community organizations; individual case follow-up; liaison and support for SEEK Advisory Council	81,474
Central Coordination and Job Development	80,944
Miscellaneous Faculty Support	85,710
Rent (Central Services)	35,000
SEEK Director (Bedford Stuyvesant College Number 7)	30,000
Budget and Accounting Personnel	32,608
	$1,810,500

The tentative allocation of funds to the colleges follows:

ALLOCATION OF SEEK FUNDS 1970-1971

CENTER	NO. OF FTE STUDENTS	TOTAL AMOUNT	TOTAL 1969-1970	TOTAL INCREASE
Baruch	400	1,160,000	619,076	440,924
Brooklyn	1100	3,190,000	1,852,025	1,337,975
City	1300	3,770,000)	3,772,202	1,592,789
Univ. Center	550	*1,595,000)		
Hunter	625	1,812,500	759,443	1,053,057
Lehman	500	1,450,000	722,894	727,106
Queens	980	2,842,000	2,012,630	829,370
York	200	580,000	301,706	278,294
John Jay	100	290,000	-	290,000
Total	5755	16,689,500	10,039,976	6,650,024

* Rent, supporting services, and special administrative supplement are not included in this total.

The funding model for the distribution of funds to the colleges follows:

FUNDING MODEL (PER STUDENT COST)

Books	$ 125.00
Fees	115.00
Stipends	1072.00
OTPS	60.00
Fringe Benefits	268.00
Administration	145.00
Counseling	245.00
Instruction	730.00
Tutoring	140.00
Total	$ 2900.00

7. Central Office Responsibilities, Functions, Services and Controls

Certain operational functions and services, and overall policy responsibilities and controls are vested, centrally, in the Office of the Chancellor, in the SEEK Central Office, and in a Committee of the Board of Higher Education. These central responsibilities and functions are projected to be enhanced for '70-'71, under the terms of the legislative enactment of 1970.

The responsibility for coordinating central functions, services and responsibilities is vested in the Vice Chancellor for Urban Affairs. For improved coordination and effectiveness, the SEEK Central Office has been attached to the Office of Urban Affairs. The Vice Chancellor for Urban Affairs is Acting Director of the SEEK Central Office.

The Chancellor's Office through the Vice Chancellor for Urban Affairs and the SEEK Central Office, is responsible for program coordination, evaluation, legislative and executive liaison, and budget control. Masterplanning, liaison with City and State Budget Divisions, and with City and State controllers, audit control and stipend payments and accounting are also conducted from the Chancellor's Office.

In addition to the above, the Vice Chancellor for Urban Affairs is responsible, through the SEEK Central Office, for central administrative services for SEEK, including admissions, coordination, the preparation of reports, and the compilation of statistics with regard to the progress of students, cost and performance projections; the operation of a Residence-dormitory Facility; also the maintenance of accountability for fiscal integrity and program standards.

The Office of the Vice Chancellor for Urban Affairs deals with neighborhood and city-wide organizations, settlement houses, block associations, poverty organizations, fraternal groups, etc. in student recruitment, guidance for individual students and for the SEEK program as a whole.

Individual student follow-up in response to inquiries and requests by community organizations and public officials is provided.

Neighborhood and community organizations are actively involved in the recruitment of SEEK students. Contacts with hundreds of neighborhood organizations have been established and maintained.

8. SEEK Director's Council

The SEEK Director's Council which was organized during the 1969-70 school year has become a major element and mechanism in program and budget planning and program coordination.

Each SEEK director participates in the deliberations of the SEEK Directors' Council which meets periodically, at least monthly and often more frequently on the call of the chairman-of-the-month and/or the Vice Chancellor for Urban Affairs.

The members of the SEEK Directors' Council, as of the beginning of the '70-'71 school year, are as follows:

Professor Leo S. Corbie
Director, SEEK Program
Lehman College

Dean Mirian Gilbert
Director, SEEK Program
University Center

Dr. Robert Holmes
Director, SEEK Program
Baruch College

Dean Ralph Lee
Director, SEEK Program
Queens College

Mr. James A. Malone
Director, SEEK Program
John Jay College of Criminal Justice

Professor Milton L. Martin
Director, SEEK Program
Hunter College

Professor Carlos E. Russell
Director, SEEK Program
Brooklyn College

Dr. Edmund Willis
Director, SEEK Program
York College

Dean Robert Young
Director, SEEK Program
City College

Professor Julius C.C. Edelstein
Acting Director of the Central Office of SEEK
Vice Chancellor for Urban Affairs

Budget and program liaison is maintained between the Central Office and the individual SEEK Directors and also with the presidents of the colleges at which SEEK programs are located. Coordination of this liaison is the responsibility of the Vice Chancellor for Urban Affairs.

Allocations of enrollment quotas among the various colleges for the '70-'71 school year was based on consultation with and among the individual SEEK Directors and with the individual college presidents, in relation to the total enrollment planning of the college concerned. (It is to be borne in mind that one of the purposes of the SEEK program continues to be the racial and social integration of the total student body of each college.)

9. Board Committee on Expanded Educational Opportunity

In 1969 the Board of Higher Education of the City of New York established a Standing Committee on Expanded Educational Opportunity. The responsibilities of the Committee include overall policy establishment, review of faculty and program standards, recommendation of administrative and faculty appointments, establishment and coordination of policy guidelines for all the University's special programs for the disadvantaged.

Among the implicit functions of the Committee are to stand watch over special programs for the disadvantaged, and to insure adequate attention and concern for these programs at the college level.

The EEO Committee reviews and interprets the Guidelines.

It conducts hearings, where justified by special problem situations.

The Office of Urban Affairs provides staff support and informational services to the Committee.

A copy of the policy Guidelines, established by the Board and overseen by the Committee on Expanded Educational Opportunity is included in this Report as Appendix A (page 113).

The membership of the Board Committee on Expanded Educational Opportunity is as follows:

Hon. Luis Quero Chiesa, Chairman

Hon. Herbert Berman

Hon. Maria Josefa Canino

Hon. Minneola P. Ingersoll

Hon. Robert Ross Johnson

Hon. Ruth S. Shoup

10. Chancellor's Advisory Council on the SEEK Program

A unifying and stabilizing role of major significance in the SEEK Program has been played by the Chancellor's Advisory Council on the SEEK program, established in order to relate the programs to the City's concerned communities and to recommend policy guidelines to the Chancellor and to the colleges.

The Advisory Council consists of approximately 40 members, appointed by the Chancellor, who are professionally, organizationally or individually involved with (a) educational programs for the disadvantaved and (b) neighborhood and community agencies involved with youth work.

Honorable Robert Abrams
Borough President of the Bronx

Mrs. Joyce Austin, Asst. Dir.
Sheltering Arms Children's Service

Mr. Harry O'Bright
Community Affairs Director
National Conference of Christians and Jews

Dr. Eugene S. Callendar, President
Urban Coalition

Mr. Arthur Chase
New York City Community College

Dr. Kenneth B. Clark
Metropolitan Applied Research Center

Mrs. Evelyn Cunningham, Dir.
Women's Unit for Gov. Rochefeller

Mr. Joseph Francois, President
Brownsville Community Council, Inc.

Miss Helen Harris, Exec. Dir.
United Neighborhood Houses

Mr. David D. Jones, Exec. Dir.
Harlem Teams for Self-Help, Inc.

Mrs. Evelina Antonetty
United Bronx Parents

Herman Badillo, Esquire
Stroock & Stroock & Lavan

Mr. Eugene Calderon
Community Education Centers

Mrs. Blanca Cedeno
New York City Housing Authority

Mr. Hilton Clark
Metropolitan Applied Research Center

Mr. Leonard Coffield
Director of Programming
Benjamin Franklin High School

Mr. Thomas Elijah, Exec. Dir.
Queens Urban League

Dr. Seymour Gang, Dist. Supt.
Local School Board # 5

Mr. David Ho, Exec. Dir.
Chinese Youth Council

Rev. George Lawrence
Antioch Baptist Church

Mrs. Pam S. Levin
Citizen's Committee for Children

Mr. Lloyd Mapp
Educational Coordinator
East New York Community Corp.

Monsignor Archibald V. McLees
St. Pascal Babylon Rectory

Mrs. Thelma D. Miller
York College Center for Urban
and Community Affairs

Mr. Wallace Nottage
Deputy Director of Probation
Spofford Juvenile Center

Rev. Robert D. Sherrard
Corona Congregational Church

Mrs. Lydia Thaxton
Harlem Cultural Arts Council

Mr. Charles Innis
Bedford-Stuyvesant Restoration

Mr. Hector I. Vasquez, Exec. Dir.
Puerto Rican Forum, Inc.

Mr. Arthur Wright, Exec. Dir.
Catholic Interracial Council

Dr. Arthur C. Logan
Upper Manhattan Medical Group

Rev. H. Carl McCall
McCall Associates

Rev. Leonard Miller, Exec. Dir.
United Interfaith Action Council

Mr. Frank Negron
Center for Urban Education

Rev. Walter Offutt
State Commission on Human Rights

Mr. Marshall Stukes
Community Liaison, East N.Y.
Savings Bank

Mr. Franklin A. Thomas, President
Bedford-Stuyvesant Restoration
Corp

Mr. Cesar Tirado, Exec. Dir.
East Harlem Community Corp.

Mrs. Celia Vice, Vice President
Commerce, Labor, Industry Corp.
of King County

Mrs. Yolanda Butts
Student Representative-City College

Since 1966, the Chancellor's Advisory Council on the SEEK program has met on a monthly basis and much more frequently during times of campus crisis.

The SEEK Advisory Council has played a major role in the mediation and resolution of disruptive situations. In addition, it has suggested criteria for the appointment of SEEK directors, proposed new governance structures for the entire program, and has full responsibility for recommending student eligibility requirements.

During 1969-70 the Advisory Council devoted many of its sessions to the consideration of the problems in initiating the Open Admissions Program and

defining the relationship of Open Admission to the SEEK program.

Students play an important role in the SEEK Advisory Council. Three student representatives were elected by SEEK student organizations. These students were regular participants in the deliberations of the Council in 1969-70. SEEK students who were scheduled to earn their baccalaureate degrees in the winter and spring of 1970 were invited to participate in Advisory Council meetings, and made major contributions to the considerations of the Council. Staff support for the Advisory Council is provided by the Office of Urban Affairs.

11. Admissions: Processing and Counselling

Since the beginning of the SEEK program, admissions have been centrally controlled and conducted, although there have been changes in methodology and technique, and in the admissions processing agency. The main consideration in the admissions process has been to assure equitability among the large numbers of applicants, far in excess of available places. There have been as many as 10,000 pending applicants, although the waiting list has now been vacated in favor of an always-current application processing method.

Beginning with the first semester, selection for admission was by randomized computer. The same system, on a larger scale, was utilized in 1969-70 when SEEK admissions were, for the first time, processed by the University Application Processing Center, along with all other applicants for admission into the City University. The mechanical association of the processing of the SEEK applicants with all other applicants for admission into the City University was made necessary by the advent of the Open Admissions program, under which high school graduates who were eligible for SEEK were also eligible for admission into the University as "regular" students, under Open Admissions.

Applicants for admission into the SEEK program who are otherwise eligible but fail to be admitted into SEEK because of the limited number of places are automatically shifted into the Open Admissions catagory and are assured a place in one of the units of the City University, as a regular matriculant.

Selection for admission has always been by random selection from among those who satisfy basic eligibility requirements, as established by law and on the recommendations of the SEEK Advisory Council. Testing is not used for

admissions purposes. This is a fundamental rule of the SEEK Program. Tests are given at the campuses, for placement and curriculum-shaping purposes, but the results do not relate to admissions.

Special application forms are provided for SEEK applications, with a provision for expression of preference as to the college which the applicant desires to attend.

Extensive pre-admission counselling for SEEK applicants is provided, mostly through the University Application Processing Center, but supported by SEEK funds. Pre-admission counselling for SEEK applicants is also provided -- and will be expanded in 1970-71 -- at the high schools and elsewhere, through the SEEK Central Office and the SEEK Advisory Council.

One distinguishing characteristic of SEEK eligibility, as contrasted with eligibility for Open Admissions, is the non-requirement for high school graduation in the immediately preceeding year, or for graduation from a New York City high school <u>The SEEK Program is the only program at the City University which allows for the admission as tuition-free matriculants of high school graduates from previous years, or from high schools outside of New York City.</u>

12. Eligibility and Selection of Students

The eligibility requirements of the SEEK program, as established by the law and by recommendation of the SEEK Advisory Council, are as follows:

1. Applicants must be high school graduates or possess an Equivalency Diploma. However, it is not necessary to have Regents credits in order to be accepted.

2. Applicants must be under thirty years of age.

3. Applicants, except for veterans, should not have attended college; however, veterans are permitted to have up to 18 credits of prior college work.

4. Applicants must have resided in New York City at least one year.

5. Applicants must live in an officially designated poverty area.

13. The Residence - Dormitory Facility

The SEEK Residence was established in September, 1967 as a further response to the special problems of the SEEK student. These problems are not limited to educational deficiencies. Each of the SEEK students comes from a poverty area: poverty of education, poverty of opportunity and poverty of environment all intertwined.

The Residence Hall has been designed to serve two hundred selected students whose previous situations threaten to negate their classroom progress. Students are admitted to the Residence only when it is believed that instructional efforts and counseling will provide only a cracked veneer if their underlying problems are not removed.

Selection is careful and exacting because of limited space and the requirements of the Residence community itself. Students are first recommended by their counselors and are then personally interviewed by the Residence Director, Mr. Samuel Brown. His responsibility of maintaining the proper learning and social environment also includes removal of students, which has been necessary in some cases of extreme misconduct.

Early in the 1967-68 academic year, a survey was conducted at City College to ascertain the need for a residence hall. The counselors, who interviewed approximately 300 SEEK students, found that 15% of the students had very undesirable living considitions and would have moved into a dormitory immediately, if one were available. It was further found that another 25% of the students interviewed were definitely willing to move into a dormitory and would clearly stand to benefit from such a move. About 20% of the students expressed interest in a residence hall but were undecided as to whether or not they would choose to live there; some of them felt their parents would be opposed to the idea. Only 40% of the students indicated that they were not at

all interested in moving into a residence hall.

The SEEK Residence Hall was set up to fulfill three major objectives:

1. To provide physical accommodations for students who lack a suitable place to live and study in.

2. To provide the best possible facilities for the pursuit of learning. The Residence Hall affords an informal, non-competitive, non-threatening group living situation which can help to overcome the compartmentalization of course-work and otherwise enlarge the student's horizons.

3. To aid the student in his personal development. The student receives educational benefits in the Residence Hall which are not available to him in the classroom. The experience of group living can "teach" an individual social competence, emotional stability and citizenship - all of which will aid his growth and development into a mature person.

The Director and his staff do not view the Alamac Residence Hall as a physical dormitory. This aspect of the facility defines only a small portion of their role. The greater need is for the extension of students' education both academically and socially into the broadest possible part of their lives.

In order to serve SEEK students at all of the campuses, a central location for the residence was sought. The best available site at the time was the Hotel Alamac at the intersection of Broadway and West 71st Street, convenient to public transportation lines and relatively accessible to all the units of the City University.

For the past three years, the Residence has housed 200 SEEK students. One hundred male students occupy two floors and 100 female students occupy two other floors. Each floor has its own supplementary facilities and services for study and recreation. There are two counselors on each floor who reside

there full time. This intensive and extended contact (at the Residence Hall there is a counselor for every 25 students) is unique even for the SEEK program.

Each floor also has a total of five lounges. The social interaction at the Residence includes students from all the campuses.

Throughout the year, cultural, social and educational activities are conducted. Interested students formed a Spanish Club and several study workshops for specific courses. As for athletics, the counselors organized SEEK sports teams and utilized community recreation resources.

Running a Residence Hall in 1970, especially in a temporary facility like a hotel, is not without problems. The use of drugs, the vesting of the decision-making power, and enforcement of the rules have caused friction.

During the last two years it has been demonstrated that it is feasible to administer an effective SEEK Residence Hall. The current plant at the Alamac Hotel was conceived only as a temporary facility. If a Residence Hall program is to succeed in the SEEK Program, it is essential that an appropriate facility be purchased or built. Various proposals are currently under consideration.

In addition, when the Residence Hall was established, the demand for housing was not sufficient to call for the setting up of dormitories in separate boroughs. As the individual SEEK Programs grow, however, there will be an increased demand for residence facilities in boroughs other than Manhattan. At some future date, redidence halls might be set up in Brooklyn and Queens to service students attending Queens College, York College, and Brooklyn College, while a residence hall in Manhattan would service students enrolled at City College, Hunter College, Herbert H. Lehman College, Bernard Baruch College, and the University Center SEEK Program.

14. Student Employment: Placement Services and Counselling

An Employment Development consultant in the Central Office of SEEK undertakes to coordinate the activities of SEEK job placement counselors in the various colleges to insure consistent and adequate job placement for SEEK students. This central office also provides liaison with the business and professional community of New York City, seeking out jobs for those students who wish to work part-time during the academic year and for those who must work during the summer months.

Placement counselors are attached to the SEEK programs at each college to assist SEEK students in finding employment. In order to acquire additional information about employment and career opportunities, the placement counselors also attend meetings and workshops with representatives of business and industry. They meet with individual students in order to ascertain their employment needs, to inform them about career opportunities, and discuss possible courses of study for various career programs.

The placement counselors also confer with the students' academic counselors in order to determine how the students' financial needs might be met.

II. PLANNING, RESEARCH, EVALUATION, AND AUDITING

1. Planning and Review

Central planning for SEEK is reflected in the University's Master Plan as well as in related documents. Masterplanning for SEEK involves consultation with neighborhood and community groups, student groups, the Chancellor's Advisory Council on SEEK, members of the SEEK Directors' Council, and the Board Committee on Expanded Educational Opportunity. The Vice Chancellor for Urban Affairs coordinates most of these consultations. The Vice Chancellor for Budget and Planning manages the integration of Masterplanning for the SEEK program with the University's Master Plan.

Periodic submission of these and other planning papers and reports to the Board of Regents, State Education Department, Legislative committees and to State, City and University Budget Offices requires analytic compilation and reporting of data. Arrangements have been made for such compilation and reporting for the school year 1970-71 through the Research and Evaluation Unit headed by Professor Lawrence Podell.

The Vice Chancellor for Urban Affairs participates in policy-guiding and planning meetings at the level of the Chancellor's Cabinet.

Intensive review of budget program planning occurs in the process of budget allocation which, for '70-'71, was undertaken in sustained consultation with members of the SEEK Director's Council.

2. Research and Evaluation

To meet the requirements of the law, a new major unit has been established within the Office of Urban Affairs to conduct comprehensive evaluation research on the operations of the SEEK program. Headed by Professor Lawrence Podell, the new unit will collect data related to the description, analysis and assessment of student performance in the several colleges. This new unit will be immediately related to the operation of the programs, rather than remain outside the SEEK structure, as in '69-'70.

Decentralization of the SEEK Program has provided encouragement for innovation and diversity. This and other factors have resulted in a variety of programs with varying characteristics, i.e. curricular planning, course offerings, methods of staff selection, nature and size of courseloads, student retention rates and the rates of student progress, remedial and counseling efforts, placement within both the college authority structure and on the campus. Some of these variations have involved unique features of the institutions. Thus career "exits" at Hunter College reflect that college's curricular emphasis upon teaching, nursing and social work, while at Baruch, formerly the school of Business of City College, the major concern is with commercial pursuits. Other special characteristics stem from the developmental efforts of the program staff at each institution, i.e. the use of tutoring at Queens College, the employment of audio-visual and language laboratory techniques at the University Center.

Such variations mean that alternative ways of doing things are operational. The opportunity is presented, thereby, to measure and analyze their comparative consequences.

Previous efforts in evaluation research were concerned primarily with the collection and analysis of descriptive data -- age, sex, ethnicity, high school

average, type of diploma, source of referral, etc. The findings were that the relationship between SEEK students' performance and the differences in the way the program functioned at each college far overshadowed any association found between preformance and descriptive attributes.

Although descriptive data will continue to be collected, the focus of research will shift in '70-'71. In addition to collecting facts about what SEEK students are like, information will be gathered concerning the process whereby entrants are transformed into college students. These process variables will be related to college performance (and other "effect" variables). The aim of such inquiry is to provide administrators and planners with knowledge about the relative effects of such significant program characteristics as courseload (including total number of credits per semester, credit vs. non-credit loads, exclusively-SEEK compared to mixed sections), retention policies (e.g. withdrawal from "difficult" courses, reducing the number of credits) and remedial practices (e.g. non-credit courses, tutorials) so they can decide which to discontinue, modify, or expand.

This kind of comparative assessment was not possible previously, because in those colleges recently added to the program, the numbers involved were insufficient. However, the numerical growth has been such that the shift in research focus is now not only desirable but feasible.

The differences in the programs of the several colleges will enable the evaluation research unit to assess their relative effectiveness, efficiency, and economy. Effectiveness is concerned with the extent to which the objectives are realized (e.g., the target population is affected). Efficiency involves relating means to ends (resources, energy, and time needed to obtain greater or lesser effects). Economy refers to comparative costs.

The evaluation research effort, through the analysis of data from the programs, will be concerned with discovering, among other things, how various program aspects affected different kinds of students and at what cost.

The objective of the evaluation research unit is to present decision makers with options, to offer them propositions regarding relative effectiveness, efficiency, and economy, i.e. the extent to which alternative investments of funds, time, personnel, and/or resources will produce greater or lesser results. The judgment as to the options to be selected remains the choice of the decision-makers.

To accomplish its mission, the evaluation research unit will measure and relate (a) the incomes and outcomes and (b) the inputs and outputs of the several program. Each program receives funds (<u>incomes</u>) and produces consequences (<u>outcomes</u>); the comparative analysis of income and outcome statistics would be a contribution in itself. But greater understanding can be obtained by also including data on <u>inputs</u> and <u>outputs</u>.

Inputs refer to the translation, by each program's administration, of incomes into services. As has been mentioned previously, the programs vary considerably in this regard. Variation in results or outcomes might be a function of the different inputs practiced by each program. Hence, it is not only the funds or incomes, but how the funds are utilized (staff time and specialty, space allocation, etc.), that provide an assessment of the consequences of differential investments.

An analysis of the relationship between inputs and outcomes would be incomplete without the inclusion of output data. Inputs refer to services that the programs make available to students. The issue remains as to the

extent to which the students utilize these services. For example, a statistical association between the staff time allocated for tutorial efforts and the student retention rate would be more meaningful if data concerning student use of tutorial services were included in the analysis. While input refers to the exposure of students to services, output refers to the actual impact of those services upon the students.

The research unit will also be concerned with process, so as to learn how and why portions of the program "work" or do not work. The aim of this effort is to provide administrators with information about the relative "success" and "failure" of particular features, so that modifications and possibly improvements can be made. The analysis of process will be made according to four major dimensions:

(1) Specification of the attributes of the program that make it more or less successful. This entails the identification of component parts of the program which contribute to or detract from the overall effect, so as to diagnose specific causes of success or failure.

(2) Specification of those students who are more or less affected, so as to determine those who make the most appropriate target populations for particular aspects of the program.

(3) Specification of the conditions under which the program is more or less successful, e.g., space allocation, location on campus.

(4) Specification of the effects of the program. There will be multiple effects (some unintended by its designers), the duration of which will vary (some will be temporary, others long-lasting). Some effects will be behavioral, others attitudinal, and still others purely cognitive.

By measuring and relating incomes and outcomes, and inputs and outputs, the evaluation research unit will provide administrators with the facts of comparative effectiveness, efficiency, and economy.

Through the analysis of process, the evaluation research unit will be able to furnish administrators with specifics about comparative "success" and "failure." Administrators would then have empirical bases for making modifications in the program to correct particular deficiencies and for expanding those aspects which are found to warrant generalization.

3. Accounting and Auditing

The processing of students' stipends, after formal requests for payment have been made by the colleges, is handled by the Central Office of the City University under the jurisdiction of the Vice Chancellor for Administration. (The fixing of the amount of student stipends is a college function and is performed by SEEK counsellors on the college campus, subject to the approval of the SEEK Director).

A centralized auditing mechanism has been established for the review of expenditures in the SEEK program at each campus.

The office of internal audit reports to the Vice Chancellor for Budget and Planning.

RETENTION (BY COLLEGE

PERCENTAGE REMAINING AFTER . . .

Date Entered	One Sem.	Two Sem.	Three Sem.	Four Sem.	Five Sem.	Six Sem.	Seven Sem.
9/66							
Bklyn.	91	71	66	57	49	57	49
City	91	84	76	67	63	62	57
QuFT	58	40	41	33	31	30	29
9/67							
Bklyn.	89	76	67	62	54		
City	88	82	76	75	60		
QuFT	94	81	76	70	63		
9/68							
Bklyn.	92	85	79				
City	97	91	77				
Hunt	93	82	74				
Leh	86	79	74				
QuFT	91	84	81				
Un Ctr.	93	86	78				
York	93	90	90				

The percentage of original entrants that remained in the program decreased through time. In addition, the percentage that earned superior cumulative grade averages decreased through time; that is, the earlier the class entered, the lower was the proportion that had cumulative averages of B and above after the fall of 1969. (See Table 3a, reading the top line from left to right.)

It is doubtful that the better students dropped out. Rather, it appears that there was a third factor which, through time, increased attrition and depressed grade performance. That factor was probably participation in regular, rather than SEEK courses. With every additional semester in attendance, each

class participated in fewer special SEEK courses and more regular college courses; and, apparently as a consequence, more students left the program and fewer students received high grades.

When the influence of the drop-outs is eliminated (i.e. when grade distributions are tabulated for only those who remained), the tendency to lower cumulative averages through time persists, though more as a general trend, with more exceptions, than before. (See Table 3b, reading the top line from left to right.)

Regular CUNY undergraduate students also have higher attrition rates in their early college years than they do later. But, in contrast to the SEEK students, their cumulative averages tend to rise in later years, as the survivors take more elective courses.

Enrollment in remedial courses was heaviest during the earliest college years, but it decreased sharply. (Attrition probably contributed to the rapidity of the decrease, the survivors needing less remedial work than their classmates who dropped out.) In their initial semester, the average number of remedial courses per SEEK student was nearly two, by their second semester in attendance, it was one; by the third, one-half; by the fourth and fifth semesters, it fell to one-quarter and, by the sixth, to one-tenth.

In their early college years, even those SEEK students who had accumulated the highest number of credits in the program has fewer than the average CUNY undergraduates who had been in college the same length of time. However, beyond the second year of college attendance, some SEEK students came abreast of and surpassed the average CUNY undergraduates in accumulated credits. (See Table 4a. Note that, in the third column, the highest number of credits accumulated by SEEK students after seven semesters was greater than the average number accumulated by SUNY undergraduates with the same time in attendance, which is listed in the second column.)

The retardation in credit accumulation during the early years was probably due to the necessity, even on the part of some of the most able of SEEK students, to undertake some remedial work. Once past the remediation obstacle, these students apparently exhibited above-average performance.

The data available are not in a form such that the average number of credits accumulated by all SEEK students in CUNY can be computed; the figures are given for each college. However, in the last column of Table 4a, the average number of accumulated credits is given for the "lowest and highest" colleges. Generally speaking, at the SEEK programs reporting the highest average number of accumulated credits, the figures are generally somewhat more than half of those for CUNY undergraduates with the same college attendance time. (In Table 4a, compare the SEEK figures at the far right in the last column with those for CUNY undergraduates in the second column.) At the SEEK programs reporting the lowest average number of accumulated credits, the figures are generally somewhat more than a third of those for CUNY undergraduates with the same college attendance time. (In Table 4a, compare the SEEK figures on the left in the last column with those in the second column.)

In other words, after seven semesters in attendance, when the average CUNY undergraduate would be an upper senior, the average SEEK student had accumulated enough credits at City College to be considered only as a lower junior and at Brooklyn College only as a lower sophomore. (Compare the figures in the bottom line of the last column in Table 4a with those in the second column.) One possible consequence of this is that the trend of cumulative grade averages decreasing through time (referred to earlier) might be eased or even reversed. Most of the longest-attending SEEK students are still lowerclassmen; the impact upon their cumulative grade averages of their taking elective courses has yet to be felt. Similarly, taking more electives might increase retention, as well.

TABLE 3: ATTRITION & GRADES (TOTAL CUNY)

Entering Date Semesters Since Entry	9/69 One	2/69 Two	9/68 Three	2/69 Four	9/67 Five	2/67 Six	9/66 Seven
(a) GRADE DISTRIBUTIONS (Including Drop-outs), in Percentages							
CUMULATIVE AVERAGE							
B and over	25.1	24.3	16.4	9.0	10.3	7.7	5.4
C	30.3	22.0	24.7	16.5	17.9	12.4	17.9
D and under	28.9	25.9	34.2	27.7	24.2	11.6	16.5
Other *	4.4	0.8	0.9	1.8	1.4	1.1	0.8
DROP-OUTS	11.2	27.0	23.9	45.0	46.2	67.2	59.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Entering	(1425)	(486)	(1168)	(613)	(574)	(363)	(369)
(b) GRADE DISTRIBUTIONS (Excluding Dropouts), in Percentages							
CUMULATIVE AVERAGE							
B and over	28.3	33.2	21.5	16.3	19.1	23.5	13.3
C	34.2	30.1	32.5	30.0	33.3	37.8	44.0
D and under	32.6	35.5	44.9	50.4	45.0	35.3	40.7
Other *	5.0	1.1	1.1	3.3	2.6	3.4	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number remaining	(1265)	(355)	(889)	(337)	(309)	(119)	(150)

* Did not take any credit courses (especially among freshmen), transcripts not available, etc.

TABLE 4: CREDITS (TOTAL CUNY)

(a) Accumulation

Semesters Since Entry	Average No. Credits Accumulated: CUNY Students	Highest No. Credits Accumulated: SEEK Students #	Range of Average No. Credits Accumulated in SEEK Programs #
(9/69) One	16	18	2.0 (YK) to 9.0 (Qu)
(2/69) Two	32	38	10.7 (Lh) to 19.4 (Qu)
(9/68) Three	48	47	19.6 (YK) to 26.1 (Lh)
(2/68) Four	64	62	23.9 (CC) to 31.9 (UC)
(9/67) Five	80	77	37.9 (Qu) to 44.6 (Bn)
(2/67) Six	96	93	37.3 (Qu) to 49.0 (CC)
(9/66) Seven	112	124½	44.3 (Bn) to 70.0 (CC)

(b) Fall 1969

Semesters Since Entry	Average No. Credits Taken: CUNY Students	Highest No. Credits Taken: # SEEK Students	Range of Average No. Credits Taken in SEEK Programs #
(9/69) One	16	18	2.0 (Yk) to 9.0 (Qu)
(2/69) Two	16	21	5.0 (Lh) to 9.9 (Bn)
(9/68) Three	16	19	6.3 (Hu) to 9.1 (Bn)
(2/68) Four	16	17	6.6 (Lh) to 8.9 (Bn)
(9/67) Five	16	19	8.8 (Qu) to 10.0 (Bn)
(2/67) Six	16	20	7.5 (Bn) to 9.7 (CC)
(9/66) Seven	16	21	8.3 (Bn) to 13.0 (CC)

* Excludes those students who earned any college credits prior to admission to the SEEK program.

Excludes Queens Part-time.

With regard to the credit load, of the Fall, 1969 semester, while the average SEEK load at the various colleges was lower than that of CUNY undergraduates (see the last column of Table 4b with the second column), there were some SEEK students who took more credits than the average CUNY undergraduate (compare the third and second columns of Table 4b).

IV. COMMUNITY, FACULTY, AND STUDENT PARTICIPATION IN PROGRAM

1. Chancellor's Advisory Council on SEEK Program (See Page 76).

2. Faculty and Staff Participation

SEEK faculty and staff participate in an on-going process of planning and evaluation, and are actively involved in curriculum development and review.

For example, when it was decided at Lehman College that more intensive preparation in reading was necessary, a reading skills laboratory was set up and additional personnel hired to create and expanded department.

At University Center, a faculty committee on curriculum receives constant input from the academic departments. The Committee makes curriculum recommendations to the Program director; program changes are made based on evaluation of needs and budget.

At Queens College, faculty members serve with students and administrators on curriculum and staff evaluation committees. The curriculum committees plan, evaluate and revise courses. The evaluation committees make recommendations to the Personnel and Budget Committee.

At Brooklyn College, faculty and administrators participate in program evaluation and planning.

At York College, SEEK faculty are involved in the planning of courses and in the hiring of additonal faculty and counsellors.

3. Student Participation

Periodic efforts have been made to establish a university-wide SEEK students' organization, but these efforts have not succeeded. In general, SEEK students have preferred to focus their efforts and energies on affecting the conduct of their campus program and the conduct of the particular college in which they are enrolled. However, beginning in 1970-'71, SEEK students will be invited to participate on some organized basis in the University Student Senate, which represents all students in the City University.

In most of the colleges, there is substantial student participation in major aspects of SEEK program evaluation and planning, as the following examples illustrate.

At Brooklyn College, students exercise an advisory function in the recruitment, interviewing and promotion of faculty. Each semester they fill out instructor evaluation forms and serve on an evaluating committee. At a retreat held during the spring, students collaborated with faculty and administrators in program planning for 1970-71; changes in the tutorial, basic skills, and counselling components of the program have emerged from this retreat. At the request of the students, arrangements have been made for faculty, tutors and administrators to be more deeply involved in the counselling process.

At Lehman College, students fill out forms evaluating their instructors at the end of each semester. A student-faculty committee then meets to deal with any problems revealed by the assessments.

At Queens College, students serve with faculty and administrators on curriculum committees which plan, evaluate and revise SEEK courses. Minor changes recommended by these committees are implemented immediately, while

major changes, such as the institution of new courses, must be approved by the Curriculum Committee of the Faculty Council. Each semester, SEEK students also fill out forms evaluating their instructors and serve with faculty members on evaluating committees which make recommendations to the Personnel and Budget Committee.

At University Center, students participate in interviewing candidates for employment as members of the counselling staff.

At York College students occupy mandated seats on various college policymaking committees. In the past, student requests have led to the institution of new courses.

The trend in all the SEEK programs is toward increased student participation in program evaluation and planning.

4. Community Communications Advisory Group

A special Community Communications Advisory Group, organized by the University's Office of Urban Affairs, maintains university-wide liaison between the colleges and the communities. This group, headed by the Vice Chancellor for Urban Affairs, and working with the Urban Affairs assistants at the several colleges, with faculty members, with minority students, and with neighborhood and community organizations, provides access to the Presidents, to the Chancellor, and to the Board of Higher Education for the viewpoints and the needs of minority group students, mainly SEEK students, and of the minority communities.

In August, 1970, the Community Communications Advisory Group met in an all day session with members of community organizations, student and faculty leaders and university administrators to consider the causes of student unrest and to discuss ways of preventing disruptive activities on the campuses during the academic year to begin in the fall.

V - THE COLLEGE PROGRAMS

In 1970-71 there will be nine SEEK Programs at eight senior colleges, including a new program at John Jay College of Criminal Justice. The University Center Program is housed off-campus, but is affiliated with City College.

The programs differ along several dimensions, including size of enrollment, course content and remedial techniques. In size, the programs range from a projected September 1970 enrollment of at least 1,300 at City College to at least 100 at John Jay College of Criminal Justice. Course content in the several programs reflects both the areas of specialization of the individual colleges and the needs and interests of the students. Remedial techniques range from a group tutoring approach at Brooklyn to the Learning Skills Laboratory at Hunter. All the programs, however, provide both tutoring and counselling services.

1. Bernard M. Baruch College

The SEEK program was begun in 1968. At Baruch there is an emphasis upon business administration, which is the area of specialization of Baruch College, as a whole.

The course pattern for SEEK students differs from that of regular college students principally in regard to remedial work. SEEK students are placed in regular courses on the basis of (a) test results in Math, English and Reading, (b) advice of counselors and (c) their expressed field of special interest. The remedial and supportive program combines individual and classroom approaches. Students with severe deficiencies

in reading skills meet with a reading specialist for one to four hours a week of individual instructions. All students are required to enroll in a one-hour reading and study skill component, taught by a reading specialist. The course integrates the teaching of basic skills with credit work.

Students doing unsatisfactory work may be retained in the program on the recommendation of their counselors and the Program Director, if there is evidence that they can achieve a satisfactory level of work. Students who are dropped from the program meet with counsellors for advice about employment opportunities and referral to other programs.

The ratio of counselors to students is 1:30. The emphasis is on educational counseling, although vocational and personal counseling is also provided. The counselors have an average of two years experience before joining the program.

There are tutors in Mathmatics, Reading, Accounting, and English. The tutors are upperclassmen with high academic records.

2. Brooklyn College

The SEEK program was initiated in 1966. Prior to 1968, it was part of the School of General Studies; since then it has been in the College of Liberal Arts and Sciences. The Director of the SEEK program is the Chairman of the Department of Educational Services. Thus, his administrative staff coordinates all Brooklyn College programs for the disadvantaged, including College Discovery, Outreach, the 100 Scholars program and an adult learning center, in addition to SEEK. As a Department Chairman, he reports directly to the Dean of Faculty and the College President. The internal planning and administration of SEEK is the responsibility of two deputies and a head counsellor. There is a Deputy

of Coordination and Administration and a Deputy for Curriculum Planning and Design.

All freshmen are counseled into a blocked program schedule including sections of Math and English or Reading. Remedial or compensatory courses are included on the basis of the student's high school preparation and test scores. The students' program is developed in a conference between the student and his counselor during the registration period. Teachers and counselors work closely with each student to determine what courses will best meet tht student's needs. Based on test results, some students are assigned to a specific curriculum immediately upon entrance.

The ratio of students to counselors is 50:1. Vocational, educational and personal counseling are provided. It is the counselor's responsibility to intervene in the areas of the student's life which present problems and which affect his ability to function as a student.

Tutors, who are all full time staff, are attached to the Basic Skills and Tutorial Division, which falls within the umbrella organization of the Department of Educational Services. Tutorial services are designed to meet the needs of the individual student through the use of laboratories and workshops as opposed to one-to-one tutorial sessions.

The following programs are offered: 1) "How to Study" workshop; 2) Library Workshop, to teach the student how to use the library and how to do research; 3) Workshops and seminars in English, Math and Social Science; 4) Survival Laboratory, whose purpose is to help the students examine the various academic disciplines in the light of how the skills acquired in these disciplines can be used to build stronger communities, fight racism, etc; 5) Computer Assisted Programs, which offer the student instruction in basic skills; 6) Group Counseling Sessions; 7) Resource

or Educational Trips; 8) Orientation Workshop for tutors, faculty, advisors and other staff to orient them to the philosophy of the SEEK Program and the needs of SEEK students. There are tutors available in subject areas including English, Math, Psychology, Physical Science and Biology.

Tutorial services are closely coordinated with counselling services. When a student is in need of tutoring, an initial conference is held in which the student, the tutor and the instructor plan the tutorial program.

3. City College

The SEEK Program at the City College is the oldest and the largest. The pre-Baccaulaureate Program, which was to evolve into SEEK, was begun in 1965. Originally, it was part of the School for General Studies, but, in 1968, it became part of the College of Liberal Arts and Sciences. The Director of SEEK is an Associate Dean of that College.

When students enter the program, they are given placement examinations in Reading, English, Mathematics and Speech. A course pattern, based on the results of these tests, is set up to help students to meet the requirements for the major discipline they wish to pursue. Most SEEK students major in the humanities, and in their first semester, take remedial English course, Reading, Speech, a Social Science and a Physical Science. The effort is made to give students a background in English before they take foreign languages. Students are encouraged to delay fulfilling the math requirement unless they are majoring in math or the sciences. The major difference between the course patterns of SEEK and regular students is that SEEK students take Reading and English courses that combine remedial and credit work. The beginning SEEK student's program is not as heavy as the beginning regular student's. At the end of two years, however, the programs become practically identical.

The ratio of students to counselors is 50:1. The emphasis is on educational and personal counseling. The counselor tries to help the student get to know himself and to obtain a sense of self-worth and success regarding his academic direction and occupational goals. Students must talk to counselors before they take a leave of absence. Leaves are given on the basis of mutual decision by counselor and student that a leave of absence is the best action. Students are kept in the program until it is felt that they cannot and will not, in a reasonable amount of time, succeed in this academic setting. Students are not dropped automatically from the program because of a certain grade point average.

The tutorial program is available to all SEEK students who need additional assistance in any of their SEEK or regular college course. The sessions are conducted by qualified CCNY upper classmen and faculty who receives orientation and supervision from the tutorial coordinator. Each student is tutored individually for two hours a week. The counselling and instructional staffs are available to the tutors for consultation about students who are having unusual academic difficulties.

There are tutors in many subject areas, including Math, Sociology, Physical Sciences, Anthropology, Philosophy, History, Art, Music, Spanish and French.

4. Hunter College

The SEEK program was begun in 1968. Students receive remedial work, as needed, in Reading, English and Speech. They also take from 4 to 12 credits of course work per semester. SEEK students differ from regular college students in that they take fewer credits per semester, have smaller classes and have opportunities for remedial work where needed. There is a Learning Skills Laboratory which has special equipment for reading and

writing remedial courses. In addition, there are different levels of reading and writing skills courses, ranging from below ninth grade level to college level.

SEEK students do not have to meet the regular college retention requirements until they have completed 60 credits of course work. The standards for dropping or retaining SEEK students are more flexible than for others. A counseling and placement program has been initiated for students who are dropped from the program.

The ratio of students to counselors is 50:1. Educational counseling is provided for all students throughout their college careers. Personal counseling is provided, as required, to work out individual problems. Vocational counseling is provided for summer or part-time jobs and permanent jobs. Counselors confer with instructors and with the Program Director. They provide progress reports for the evaluation of students' needs and for retention decisions.

Tutoring is available in many subject areas including English, Math, Science, History, Speech and Psychology.

5. John Jay College of Criminal Justice

A SEEK program will begin at the John Jay College of Criminal Justice in September, 1970. One hundred students will be enrolled in the program initially. John Jay College has divisions rather than departments. Therefore the program will be part of the Division of Student Life.

Because police science is the specialization of the college, the establishment of a SEEK program is expected to provide an opportunity for professional training which is of significant value to the City and to the minority communities, as well as to the students.

6. Herbert H. Lehman College

The SEEK program was begun in 1968. It is part of the School of

General Studies.

The course pattern followed by SEEK students is individualized, based on students' needs and choices. SEEK students take preparatory and college level courses concurrently, depending on their level of competence. A student's placement is based on the result of tests in English, Writing, Reading and Mathematics. The Program provides small remedial classes, intensive counseling, and tutorial services.

The ratio of students to counselor is 50:1. The emphasis is on educational counseling; however, effective educational counseling also includes personal and vocational counseling. The counselor helps the student decide on realistic academic and educational goals. Counselors act as liaison between students, faculty, administrators and parents, when this is appropriate.

There are tutors in all subject areas including Economics, English, French, German, History, Math, Physics, Political Science, Psychology, Sociology, Spanish, Accounting, Anthropology, Art History, Biology and Chemistry.

7. Queens College

The SEEK program at Queens was one of the first, having started in 1966. Initially, it was part of the School of General Studies; in 1969, it became part of the Liberal Arts College.

In their first semester, students take courses in English Composition, Contemporary Civilization, Music or Art, Mathematics or a foreign language. The course pattern is the same as that of regular students. SEEK courses generally have a college-level credit-bearing component, as well as a remedial component. These courses are offered in English, Social Science,

Mathematics, Foreign Languages, Art, Music, Science and Speech. For example, SEEK Mathematics 1 meets for six hours per week, for three hours credit. The subject-matter emphasis in English, Speech and Social Science is on the use of materials which are of the most interest to Black and Puerto Rican students.

Most counselors in the program have extensive experience working in Black or Puerto Rican communities, usually as social workers. Vocational, educational and personal counseling are provided. All students who are dropped from the program are terminated on the basis of consultation with counsellors. Efforts are made to find vocational opportunities for those who need such aid. Students with serious academic deficiencies may be kept for an additional semester or year if the SEEK Committee on Academic Standing feels, after consultation with the counselor, that their academic problems can probably be overcome.

Tutorial services are provided to students, upon request. Tutors are available in all subject areas. The number of hours available is flexible, but most students receive 2 hours of tutoring a week.

8. University Center (Downtown Center of City College)

The program was established in 1968 to serve as the major experimental unit of SEEK. It is located in the Alamac Hotel in Manhattan. In 1969, the University Center was placed under the jurisdiction of the City College.

The vast majority of SEEK students at University Center require remedial courses in English, Speech and Reading. All students take an English course every semester.

With regard to counseling, the emphasis is on personal counseling, with educational and vocational counseling also provided. The counseling

function includes group and individual discussions, reading materials and field trips.

Students who are not doing satisfactory work in their courses, but who are making efforts to succeed, are permitted to continue through the semester without being dropped for poor scholarship half way through the term. At the end of the semester, if they are still not passing, they may receive a nonpenalty drop grade and repeat the course next term.

Courses are scheduled to provide each student with 5 to 10 contact hours per course. The remedial staff offers, in addition to classwork, conference hours for each student each week.

Instead of one-to-one tutoring sessions, University Center is setting up English and Math Laboratories to provide tutoring for students who require it. The laboratory sessions will be staffed by full-time faculty members, specifically hired to provide tutoring services. A few students attend regular scheduled tutoring sessions in Speech and English for 4-5 hours a week.

9. York College

The program began in 1968. Entering students take achievement examinations in English composition, mathematics and reading comprehension; the results help determine their first semester program. Subsequently, counselors advise students concerning core requirements, prerequisites and logical course sequences, in accordance with the student's progress and career goals. The Director of the SEEK program, in close liaison with the Registrar and the Committee on Academic Standards, ensures that students in their early semesters prepare for and take the appropriate core requirements. Students in their upper sophomore semester declare a major advisor.

Students who enter the Teacher Preparation Program have an adviser in that division as well as their major adviser.

The pattern of courses taken by SEEK students is dictated by student readiness as indicated by achievement tests. The average SEEK student takes English, Reading, Mathematics and Speech courses in his first semester. In the second semester, the average SEEK student takes credit-bearing English and mathematics courses, a three credit elective and Reading. Except for Speech, these courses are specially designed for less-prepared students. The second semester English and Mathematics courses are special versions of required core courses.

The ratio of students to counselors is 30:1. Counseling includes vocational, educational and personal counseling. The counselors discuss academic and career goals in group settings and individually.

A tutoring staff is available in the areas of Math, English, French and Spanish. Tutors meet students twice weekly for 50 minute periods. Each tutor prepares for the session by consulting the student's instructor and by studying the topic an additional 50 minutes prior to meeting the student.

VI - SEEK FACULTY - APPOINTMENT PRACTICES

The practice in most of the SEEK programs is for counselors and remedial faculty to be hired and reappointed by the SEEK Director, in consultation with, and on the recommendation of a SEEK faculty committee or a SEEK faculty-student committee, subject to the final approval of the Dean of Faculty and, finally, of the Board of Higher Education. During 1969-70, the faculty-student ratio for each SEEK program was maintained at 1:10, and the average class size, at 10.

Most SEEK faculty were hired in the rank of lecturer, with an annual salary in the $11,000 range. SEEK Directors were appointed in professional ranks. Appointment in faculty tenure-bearing lines or to the top administrative positions in each SEEK program is subject to the consideration and review of the Committee on Expanded Educational Opportunity of the Board of Higher Education.

THE NEW SET OF BOARD GUIDELINES FOR SEEK

Adopted at a Special Board Meeting on

July 9, 1969

For the past several years, the SEEK Program at City College and other units of the University has operated outside the regular college departmental structure. This ad-hoc arrangement, which was established to permit rapid expansion during the early phases of the program's development, is no longer adequate to meet the needs of the program. In particular, some means must be found for appointing instructors and counsellors in the SEEK program in a departmental structure so that they can be considered for promotion and tenure in the same way as other members of the instructional staff. We therefore direct the following:

(a) Each senior college shall establish a department which shall include counsellors in the SEEK program and other programs of similar nature. At the option of the President, teachers of remedial reading and other specialists outside the traditional academic disciplines who are hired to provide special services for SEEK and similar programs may either be included in this department, in a separate Department for Fundamental Education if such exists, or in a program of fundamental or remedial education in an existing department.

(b) The department shall be administered in the same manner as any other department of a college except that for a transitional five-year period, beginning September 1, 1969, the Chairman of this Department shall be the Director of the SEEK program at each college, as designated by the President. The Personnel and Budget Committee of the department shall, for the same five-year period be comprised of the Dean of Faculty of the school or college, the Chairman of the department and three persons designated by the president. The Personnel and Budget Committee shall recommend persons for tenure and promotion to the President of each college, who shall review appointments for tenure and promotion in consultation with the University.

(c) All persons teaching a subject for which there is an academic department in the college shall be hired by that academic department in accordance with established procedures in consultation with the Chairman of the department. Any exception to the above must be reported to, and approved by, the Committee on Expanded Educational Opportunity and the Board of Higher Education.

(d) The department shall strive to accelerate those enrolled in it to begin study in the regular college curriculum as rapidly as possible. Thus, with the exception of courses which combine remedial with course credit work, it should not offer credit courses. Where credit is given in such combined courses, it shall be only for the academic content and be approved by the appropriate academic department.

(e) The colleges have authority to develop student and faculty committees to advise on matters of curriculum, student activities, and faculty recruitment.

APPENDIX E
FACSIMILE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK, 12224

October 29, 1970

TO: T. Norman Hurd

FROM: Ewald B. Nyquist

SUBJECT: Review of the General Plan for the SEEK program of the City University of New York 1970-1971

In accordance with section 6452 of the Education Law and part 27--2 of the rules of the Board of Regents, the City University of New York has transmitted to the Board of Regents a general plan for the operation of the SEEK program. This plan has been reviewed by the Regents and by the Department; the following questions and comments result from the review process:

1. It would be useful if City University were to define its long range plan for the SEEK program. The General Plan for the SEEK program of the City University of New York, 1970-1971, suggests that this program serves not only as a means for racial integration, but also as a model in part, for Open Admissions. Will SEEK be phased out as Open Admissions become firmly established?

If SEEK is phased out in favor of Open Admissions, will there continue to be programs of supportive services, financial assistance, and the like?

Since SEEK was designed as a means of enabling students to achieve a 4-year degree, will those students enrolled in a Community College under the auspices of SEEK be admitted automatically to 4-year programs upon the successful completion of their associate level degrees? Will they be penalized in terms of credit loss?

2. It would be useful if City University were to provide a more detailed description of the method used to select students for the SEEK program. What is the relationship of this method to that used for Open Admissions?

3. When a student who is otherwise eligible for SEEK is not admitted because of the limited number of places and he is, therefore, placed in City University as a regular matriculant, does he receive the necessary financial assistance and the supportive services?

4. It would be useful if City University could provide the Regents and the Department with a copy of the application form used for the SEEK program.

5. In terms of eligibility requirements, is preference given to students who have recently graduated from high school? Are there priorities other than age limitations and living in a designated poverty area?

6. Since the only financial criteria for eligibility is that a student must live in an officially designated poverty area, it is possible that a student could come from a family whose income is on a much higher level than appears to be the intent of the legislation. It would be advisable to establish specific financial guidelines rather than leaving this section open-ended.

7. In the General Plan it is noted that pre-admissions counseling is provided for the SEEK students by the University Application Processing Center. What kind of counseling is provided? How many SEEK students take advantage of it?

8. Although the fixing of the amount of student stipend is a function performed by the individual colleges rather than by the Central Office, have guidelines been established for the awarding of stipends? Or have guidelines been established by the individual units of City University?

9. We are happy to note the establishment of an evaluation unit within the Office of Urban Affairs, and to commend City University for its plans to relate the unit to the operation of programs. It would be helpful if copies of research and evaluation designs and instruments of that new unit be made available to the Regents and to the Department.

10. On page 42, the figures given for the average number of credits earned is not as illuminating as it might be; comparing the <u>average</u> number of credits accummulated by CUNY students in a given period of time to the <u>highest</u> number earned by SEEK students does not lead to a body of information which is immediately useful; nor is the average number of credits (from 2.0--9.0) meaningful without indicating at which program the credits are being generated. Specific information would be useful concerning the average number of credits earned in <u>each SEEK program</u> and on a <u>program-wide basis.</u>

11. Queens College has requested that it be exempt from the Board of Higher Education Guidelines. Will they be permitted to do so? For what purpose is the request made? How will the Queens College program differ from the other SEEK programs?

12. Are other than State funds being used to support the City University SEEK program? If so, to what extent? If not, is CUNY actively searching for such funds?

13. Since there is no statement as to the nature or existence of extended coordination with other public and non-public institutions in New York State, the Regents assume that such coordination is not planned by City University.

The Legislation states that necessary supplemental financial assistance shall be furnished "pursuant to criteria promulgated by such universities and approved by the Regents and the Director of the Budget." Such criteria was not submitted separately or in the General Plan.

The General Plan is compatible with the Regents Plan for the "expansion and development of higher education in New York State."